



Inclusive teaching and learning is essential to ensure that all students, including disabled students, can succeed in their studies.

**Provide timetables well in advance and clearly communicate any changes to students.**

- Book any one-to-one support they are entitled to (e.g. BSL interpreters, Study Skills Support).
- Schedule personal appointments around taught sessions.
- Manage their time and studies effectively.

- Arrange any one-to-one support they are entitled to.
- Plan and manage their time.
- Identify any barriers which the assessment presents well in advance. This allows the student, Disability Service and course team to work together to remove barriers in good time.

Text and fonts can present a barrier to some students. Sans serif fonts, in a minimum size 12, tend to be accessible to most people. Ideally, you should also provide digital versions of documents. This allows students to change the typeface to one which is accessible to them (e.g large font).

**Make teaching materials available electronically, ideally 48 hours before sessions.**

- Prepare for taught sessions.
- Listen and engage, rather than worry about note-taking.
- Change resources to accessible formats if they need to.
- Use resources alongside assistive software.
- Think of questions in advance.

More detailed guidance is provided on the Disability Service leaflet 'Using Moodle for Access and Inclusion'.

## **Reading lists should highlight essential or priority reading (e.g. key chapters, articles or books, including page numbers).**

Prioritised reading lists support students to:

- Prioritise their time and reading effectively.
- Identify which are the key sections that may need converting into alternative formats.
- Ensure they are prepared for taught sessions.
- Know where to look for further and extension reading.

## **Taught sessions should be structured, with clear learning objectives and conclusion.**

Clear learning objectives and conclusions support students to:

- Understand the focus of the session. This supports with notetaking and capturing information.
- Check their understanding.

## **Key information and instructions should be provided both verbally and in writing.**

Different modes of communication present different barriers and opportunities. By providing key information both in writing and verbally, students can access information in whichever way works best for them. Written summaries of verbal information also support students who may not have been able to attend the session, or for whom notetaking presents a barrier.

## **Allow students to make notes however they prefer, e.g. by recording, using a laptop or tablet, in writing, etc.**

Notetaking by hand may present a barrier to some students. By proactively allowing students to make notes in different ways, the barriers notetaking can present are reduced or removed.

More detailed guidance is provided on the Disability Service leaflet 'Recording Taught Sessions'.

## **Do not mark students down for spelling and grammar mistakes if the meaning remains clear and spelling and grammar are not part of the assessed learning outcomes.**

Actively accept spelling, grammar or other language mistakes that do not significantly impede communication, unless the brief states that formally accurate language is a requirement.

## **Feedback should clearly explain how students can improve the content of their work.**

Give balanced, constructive feedback which includes ideas for improvement. Set comments explicitly against the learning outcomes and assessment criteria.

## **Build regular breaks into taught sessions.**

Regular breaks can:

- Support concentration and focus.
- Give opportunities for processing information, and formulating questions.
- Allow students to use the toilet.
- Provide an opportunity to manage impacts of health condition (e.g. take medication, have a quick snack, stretch or move around).

## **Provide access information about academic visits well in advance. This may include travel information (including walking distances), timings, and access details.**

Students may encounter barriers when faced with new environments, unfamiliar travel routes, or changes to their usual study routine. Providing clear access information can help to ensure that no student is inadvertently excluded from participating.

More detailed guidance is provided on the Disability Service leaflet 'Planning Academic Visits'.

## **How the Disability Service can help.**

Inclusive teaching and learning supports UAL to meet its duty to make anticipatory adjustments under the Equality Act 2010. It also supports inclusion for all students, irrespective of whether they have disclosed that they are disabled or not.

The Disability Service can provide training and consultancy about inclusive teaching and learning. Please contact the Disability Service on 020 7514 6156 or email [disability@arts.ac.uk](mailto:disability@arts.ac.uk) to discuss further.

### **Disability Service**

Inclusive, individual, empowering

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Search for 'Disability' at [arts.ac.uk](https://arts.ac.uk)

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