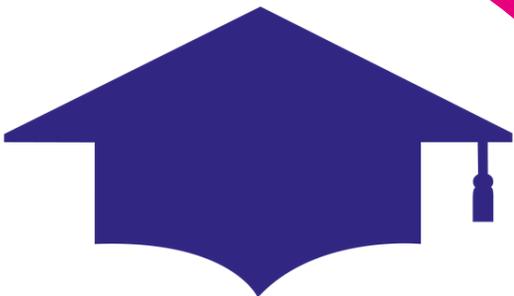


Higher Education Transition Pack

Disabled Learners



GO HIGHER
West Yorkshire

Bradford College

UNIVERSITY of
BRADFORD

UNIVERSITY
CENTRE
Calderdale College

University of
Huddersfield
Inspiring global professionals

KIRKLEES
COLLEGE

LEEDS
CONSERVATOIRE

UNIVERSITY OF LEEDS

LEEDS
ARTS
UNIVERSITY
LHA

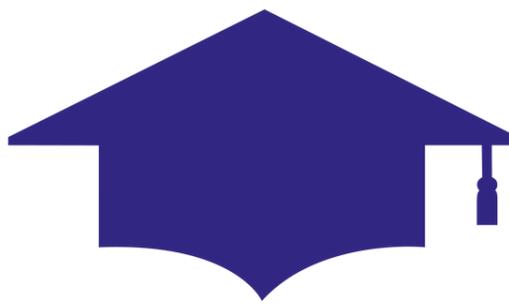
LEEDS
BECKETT
UNIVERSITY

Leeds
College of
Building

University
Centre Leeds

Leeds Trinity
University

universitycentre
at wakefield.college



GO HIGHER

West Yorkshire

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Disclaimer - please note, the information in this pack has been designed to provide generic guidance to support the application/transition process into Higher Education. In order to find out specific information about how a university or higher education provider can support you and your individual needs, please contact the Higher Education provider directly. The information in this pack is correct at time of writing -

October 2022

Introduction

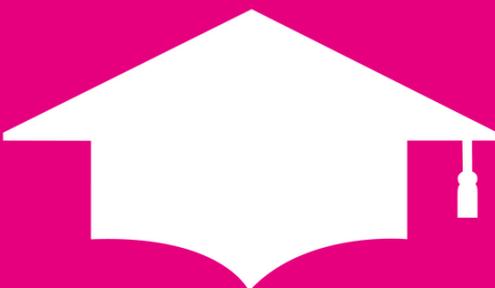
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Welcome to Go Higher West Yorkshire's Disabled Learners' Higher Education Transition Pack!

This resource has been designed to support you on your own journey into Higher Education (HE).

There is lots of information out there which can be overwhelming, so we hope that this transition pack will help you to easily access information about the timelines, processes and support to enable you to progress into a destination of your choice.

We understand that starting HE is a big step, one that often begins a long time before you finally arrive there. For many students who have received support or adjustments at school or college the transition to university can be confusing and hard to navigate, not least because the language and terminology used about Special Educational Needs (SEN), disability and support is very different. This can prevent some students from accessing the support they need.



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West Yorkshire

Reach for the STARS with a HE transition pack for disabled learners that covers

About the Pack

4

S

Support and funding - EHCP, DSA, HEP requirements (what to know beforehand)

T

Track to HE (with checklist) - HE roadmap from pre- to post- entry

A

Advice on HE - Myth-busting, parents/carer section, what to expect for HE vs FE

R

Research outside of studies - Accessibility (what to ask), employability essentials

S

Summary - Useful links and feedback on this pack

You will hear from our students throughout the pack!

Some terms used in this pack
may be unfamiliar to you.
Find out what they mean here.

Glossary

Part 1

5

Key term	Abbreviation	Key term in HE	Brief definition
Disabled Students Allowance	DSA	DSA (only found in HE)	Support to cover study-related costs you have because of a mental health problem, long term illness or other disability
Education and Health Care Plan	EHCP	DSA and/or reasonable adjustments	For ages 0-25, outlines special educational, health and care requirements for an individual
Further Education	FE	FE / Post-16 education	Any form of further education at level 3 (the step above GCSE) whether T Levels, A Levels, BTECs, Apprenticeships etc.
Go Higher West Yorkshire	GHWY	GHWY	Partnership of 13 Higher Education Providers in West Yorkshire working to support entry to Higher Education and success once there.
Higher Education	HE	HE	Any form of education at level 4 or above (the step above FE) including: Foundation Degrees, Degree Apprenticeships, Higher National Diploma (HNDs), Higher National Certificate (HNCs), BA or BSc Hons courses, Foundation Years
Higher Education Provider	HEP	HEP (GHWY specific term)	Collective term for HE in FE, University and Conservatoire
Learners	N/A	Students	In formal education or training

Some terms used in this pack
may be unfamiliar to you.
Find out what they mean here.

Glossary

Part 2

6

Key term	Abbreviation	Key term in HE	Brief definition
Mitigating circumstances	Mit. circs.	Mitigating circumstances	Affects ability to study such as long-term or recurring medical or mental health condition. This may result in additional consideration for deadlines/exam resits,
Special Educational Needs & Disabilities	SEND	Disabilities	Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their: <ul style="list-style-type: none"> • behaviour or ability to socialise, for example they struggle to make friends • reading and writing, for example because they have dyslexia ability to understand things • concentration levels, for example because they have ADHD • physical ability
Special Educational Needs & Disabilities Co-ordinator	SENDCo	Disability support or services	Sometimes referred to as SENCo. Coordinates the provision for children with special educational needs or disabilities in schools
Student Finance England	SFE	SFE	Provide financial support on behalf of the UK Government to students from England entering UK higher education
Universities and Colleges Admissions Service	UCAS	UCAS	UK-based organisation - main role is to operate the application process for British universities. Please note entry fees below: Single choice - £22.50 Multiple choices - £27

Who is this guide for?

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This guide has been created to support the understanding of the following people:

- Students at secondary school or college who are thinking of, or in the process of applying to university or HE course in a college or conservatoire
- Students who have been identified as having 'Special Educational Needs' or 'Additional Needs', or who think they may need support at HE for a disability, learning difference, long term medical condition or mental health condition.
- Teachers and SENCo/SENDCo staff in schools and colleges
- Parents, carers, guardians, or other supporters of disabled learners

What is this guide about?

The aim of this guide is to help explain the processes and steps involved when applying for HE opportunities. This pack has been designed to help you understand what you need to do to access the support and adjustments you may need at HE.

Please note that language and terminology can vary between different HE providers, but this transition pack should give you a basic understanding of the key terms.

Setting up support into HE can take time. You may need to register for support and work through funding processes which can take many weeks to complete. Taking time to understand the key processes will help you understand what steps you need to take to access support.



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West Yorkshire

Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan (EHCP) is for children and young people that are aged 0 to 25. As the name suggests, an EHCP outlines the special educational, health and/or care requirements for an individual. In order to meet these needs, an EHCP presents information on the extra help and support required for an individual who has barriers to learning.

Is an EHCP alone enough in HE?

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At some HE providers, the EHCP alone will not be considered sufficient evidence of your disability. If you feel comfortable handing your EHCP over, it may be useful. But you may be asked to provide additional info/evidence. This could be evidence, in the form of letters and/or medical assessments, from a GP, educational psychologist, behaviour specialist or another qualified professional.

Whether you have an EHCP or are in the process of obtaining one, there is generic advice that applies to all disabled students thinking about HE. Even if you are waiting to receive an official disability diagnosis etc. the following advice will still apply. The advice is as below - HE providers will try to be as flexible as possible to support you.

Get a headSTART as a disabled student who is transitioning to HE:

Seek advice at all points from teachers and careers advisers etc.
Timing is key: start early in opening the lines of communication
Always pass an EHCP on to HE provider: the earlier the better
Research what support exists at the HE provider of your choice
Transition events are held at some HE providers: ask about this

S
T
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R
T

Although an EHCP is widely used in schools and Further Education (FE), this is not the case when you leave FE. An EHCP is still useful, but it will translate differently beyond FE. Please obtain a copy of your EHCP once you leave FE to share with your HE provider- this will not affect your application and will ensure you receive further support where appropriate.

What happens to EHCPs in HE

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Entire EHCP is passed on by you to the Student Support team at the HE provider of your choice. They will extract what they need from it. You can choose to share a condensed version of your EHCP, but this is not necessary.

Health care needs and meeting these become your responsibility once in HE. For example, HE providers may not be able to store medicine in a fridge etc., they can help in other ways so do ask.

Confidentiality means your application is not affected. Some people do not disclose their disability as they worry it will affect their entry to HE. But your information is only shared with people, as needed.

Prepare for the EHCP from FE to play a different role in HE: that is, it will not automatically translate. But you are still eligible for help. Contact the Disability Services at your HE provider beforehand.

Disabled Students Allowance (DSA)

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Disabled Students' Allowance (DSA) helps pay the essential extra costs you might have as a direct result of your disability, including a long-term health condition, mental-health condition or specific learning difficulty, such as dyslexia.

1. Extra support – available with other student finance (fee loans, maintenance loans)
2. A support package worth a maximum of £25,575 (depending on your needs) for each year of your course (UG and PG)
3. Does not depend on your household income – what you can get is unique to your needs.
4. Pay nothing back, keep any equipment
5. A bespoke package of support – with elements provided by the HE and/or Student Loans Company will be pulled together to make sure that you can get the most out of your time at HE – both in classroom and socially

“Apply for Disabled Student Allowance. I had a meeting about what I would require, which can involve transport through to technology like a recorder. I mainly used mine for my specialist mentor, who I saw once a week. She was a huge help to me, making sure I stayed organised, read anything I didn't and helped me when I needed it. I highly recommend applying.”

DSA and the EHCP

Applications for DSA need to be supported by diagnostic evidence of the student's disability. This evidence needs to be supplied by an appropriately qualified medical professional, who can describe the nature of the person's disability, its impact and the prognosis of disability. Note, an EHCP alone is not sufficient as although it provides a summary of impact and associated support, and may be based on diagnostic information, on its own it is not a diagnostic document (but students should always supply an EHCP alongside other evidence to DSA). The EHCP was designed to support those with support needs through education to the point of leaving Further Education (or until the person reached the age of 21). The EHCP was not envisioned to support students moving into Higher Education, however the EHCP can be supportive in putting in place organisational reasonable adjustments for students.

Want additional information
about support?
Check out the links below to learn
more.

Useful DSA Support Links

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DSA Videos

<https://www.youtube.com/watch?v=0g1ymHKCm0c>

https://www.youtube.com/watch?v=71_L-ZdU0CU

Student Facing DSA Guidance

<https://www.thestudentroom.co.uk/student-finance/what-is-a-disabled-students-allowance>

<https://www.gov.uk/disabled-students-allowance-dsa>

Adviser Facing DSA Guidance

<https://www.practitioners.slc.co.uk/products/full-time-undergraduate-education/full-time-disabled-student-allowance/>

External Support

<https://www.disabilityrightsuk.org/how-we-can-help/benefits-information/factsheets/education-factsheets>

<https://www.ucas.com/student-finance-england/disabled-students-allowance>

HE Provider Requirements

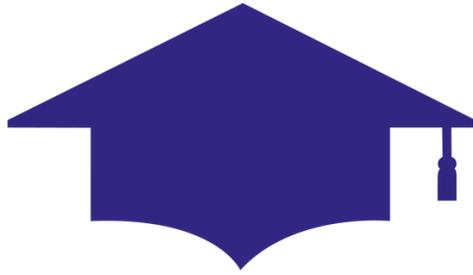
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“I would say that there’s more support in place than you realise however all universities are different and I would highly recommend looking into the support offered and how well and effective it actually is. Don’t be afraid to reach out and address your situation because there are a lot more people with a disability than you realise.”

“It has been a long process for me to get the support put in place but if I knew about it when I first joined I feel like my journey would of been a lot more easier.”

“Keep communicating with your tutors. Use welfare support if you feel like you would benefit. Don’t be afraid to seek help. They are there to help you and no issue is too small or too big. There is absolutely nothing wrong with being vulnerable or requiring help.”

1. Inform the HE provider if you have a disability as soon as possible. All HE providers have confidentiality policies and procedures so this will not affect your application to study. Please do disclose your disability and contact your chosen HE provider for further guidance.
2. Communicate fully rather than assume. Sometimes students will give partial information to HE providers only as it affects them. It can be easy to think that the HE provider you go to will all have the information needed and know about your disability. But it is better to pass it onto them and not assume anything.
3. Provide evidence not just EHCP. All HE providers will require some evidence of your disability. Often, this will be from a medical practitioner/psychologist/ GP etc. Not all HE providers require an EHCP. If you don’t have an EHCP, you may still qualify for some help/support in HE. Speak to a staff member from their Disability Services for advice.
4. What does your disability mean for you? While HE providers can help with a wide range of disabilities like anxiety, they will not know what your disability means for you. Tell them about how they can help and how you work so they can endeavour to support you in HE.
5. Be proactive and ask for help. There is specific support for disabled students in HE, such as, from IT and library services. Ask what is on offer beforehand, even if you don’t need it right now.



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Track to HE with HE Roadmap

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There are four stages for HE you need to be aware of as a disabled student. These are set out in the HE roadmap below. This provides you with a checklist to help you with the transition to HE.

As none of these stages of HE has an official name, we have given each stage its own name to guide you through the process. However, you may not see these stages named elsewhere.

Four stages of applying to HE study:

1. Decision-making Stage
2. Communicating Stage
3. Transition Stage
4. Supported Stage

Support available at all stages

- Information on Disability Services web pages
- Contacting staff at HE provider of your choice
- Information on DSA / SFE application process
- Speaking to teachers at your own FE provider



Timing: autumn before the year you begin HE
(only for HE providers that do not accept any
later/direct applications)

Stage 1

Decision Making

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“I would recommend that you choose a subject that you love and that you’re passionate about, you want to enjoy your time at university and studying a subject you love makes a huge impact on that!”

“If you get any chance, go to an open day so you can see the environment or even watch a few videos before, so you understand the set up. It isn’t essential though as everyone is there to help you with directions and you can ask for a map so don’t worry if not.”

Main task	Deadline	Checklist	Useful Links
Applications for Oxford, Cambridge and most courses in medicine, dentistry, veterinary	15 October	<ul style="list-style-type: none"> Attend open days Research courses Work experience, Personal statement, Submit application for HE via UCAS Look at Local Offer 	https://www.ucas.com/advisers/guides-teachers/higher-education-options-explained https://www.gohigherwestyorks.ac.uk/knowledgebase/making-the-most-of-open-days/
Submit UCAS application to your current FE provider so they can write you references	By Christmas – check with your own FE provider	<ul style="list-style-type: none"> As above. For a UCAS personal statement, focus on reasons for applying etc, as the references your teacher provides covers your disability and impact on learning. 	https://www.theuniguide.co.uk/advice/personal-statements/writing-your-personal-statement
Apply to UCAS for their equal consideration deadline	Late January Date varies	<ul style="list-style-type: none"> Check deadline for coming year For 2023 – 25 Jan by 18:00 (UK time) 	https://www.ucas.com/undergraduate/applying-university/filling-your-ucas-undergraduate-application
Apply for an HE access scheme for the HE provider	Autumn or spring Few weeks after your application to UCAS	<ul style="list-style-type: none"> If access scheme is offered, check you are eligible Apply and complete HE access scheme Receive an access offer / grade for HE 	N/A check with the HE provider who will be able to link you to their own site on HE access scheme offer

Stage 2

Communicating

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Timing: Post-application but pre-offer

“If you feel comfortable doing so, communication about your needs is so beneficial. I felt so much more at ease when I had voiced my needs and concerns about the university to my tutors and had introduced myself to them.”

Main task	Deadline	Checklist	Useful Links
Apply for Student Finance England (SFE)	March to May Delays may lead to late payments	<ul style="list-style-type: none">• Check requirements e.g., evidence etc.• Apply for student finance via SFE	<p>https://www.ucas.com/sfe</p> <p>Please note, this applies to English students- this information may not be relevant for international students.</p>
Apply for Disabled Students Allowance (DSA)	Spring onwards Delay can mean support is not in place from start	<ul style="list-style-type: none">• Check eligibility• Collate evidence• Seek guidance if needed on DSA• Apply for DSA	<p>https://www.gov.uk/disabled-students-allowance-dsa</p>
Communicating with chosen HE providers – you do not need to wait until you receive offers	Post UCAS application No deadline exists for it	<ul style="list-style-type: none">• Some will offer 1-to-1 appointments• Check out Disability Services webpages• Email staff if you have questions	<p>See the HE provider for its own individual web page on Disability Support</p>
If needed, attend an interview	Deadline varies by HE provider	<ul style="list-style-type: none">• Prepare for interview• Ensure the HEP is aware of any specific needs to support your interview• Attend an interview	<p>https://www.prospects.ac.uk/applying-for-university/getting-into-university/preparing-for-a-university-interview</p>

Stage 3 Transition

Timing: post-offer, pre-entry

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“I wish that I would have known more about what type of accommodations and support is available in more depth.”

“I found my experience transitioning as someone who suffers from severe anxiety, depression and agoraphobia relatively smooth as I had undertaken a foundation course at the same university but in a different building.”

Main task	Deadline	Checklist	Useful Links
If moving for HE, apply for accommodation	By 1 July or later Date varies by the HE provider	<ul style="list-style-type: none"> Tour of accessible accommodation Apply for accessible accommodation (if required) 	See the HE provider individual web pages on HE accommodation
Pass on your EHCP to your HE provider	As early as possible or once you have it	<ul style="list-style-type: none"> Obtain a copy of your EHCP Pass on your EHCP 	N/A
Attend an HE transition event (if offered by HE provider)	Summer before you start at HE No deadline	<ul style="list-style-type: none"> Ask about transition event (if offered) Attend a transition event (virtual or in-person) 	N/A more info from the HE provider itself
Attend offer day (may be subject specific offer day)	HE provider may have a deadline to reply to your invite to attend	<ul style="list-style-type: none"> Think beforehand of questions to ask Attend offer day if HE provider offer it 	https://host-students.com/applicant-days-what-are-they/

“It took a few weeks for me to settle down, but it was worth it, and I became more comfortable with the environment quickly as it is a welcoming and friendly university. Of course, I was suffering with bad nerves, but I calmed down a lot once you begin meeting people and start with your introductions.”

“The transition was difficult but ultimately worth it and I really enjoy being a degree student now.”

Main task	Deadline	Checklist	Useful Links
Obtain info on the mitigating circumstances process at your HE provider	Deadline to apply varies by HE provider	<ul style="list-style-type: none"> Obtain information on mitigating circumstances Apply for mitigating circumstances 	See the HE provider own webpages on its mitigating circumstances
Apply for exam adjustments	Deadline varies by HE provider	<ul style="list-style-type: none"> Application for any exam adjustments 	N/A student support team at your HE provider can help with this
Access IT and library support	Anytime, but the earlier the better	<ul style="list-style-type: none"> Speak to library and/or IT team 	
Disclosing your disability if not already done	As soon as possible after you start HE	<ul style="list-style-type: none"> Speak to Disability Services team Access support 	See the HE provider webpages for Disability Support or Services

There is plenty of information about transitioning to higher education but some information can be misleading. Find out the truth below.

Mythbusting Higher Education P1

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Myth 1

Higher education is for people who are good at academic courses not vocational courses.

Courses can be practical, theory-based, creative or all of these. Do your research, look at the learning outcomes/course content and decide if you feel this is suitable for you. If you have any questions around the impact of your disability towards your Higher Education career, please contact your institution for further information.

Myth 2

Studying at university is the only way to get a degree.

You can study at an increasing range of places and get a degree. Not only at universities but also at university centres in colleges and also study for a degree while in a job.

Myth 3

There's no point studying higher education, you can earn just as much by working.

The wage difference between graduates and school-leavers is about 35%*.
*According to the Institute for Fiscal Studies

There is plenty of information about transitioning to higher education but some information can be misleading. Find out the truth below.

Mythbusting Higher Education P2

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Myth 4

You have to pay student loans back straight away after graduating.

You only have to pay back at a rate of 9% on anything you earn over £27,295* regardless of how much you borrow. The average graduate salary is currently £26,137 so initially you would pay back nothing. If you earn £28,800 annually you only pay £11 per month. *Correct at time of writing – Sept 2022

Myth 5

You can only apply to study in one place.

You can make between one and five choices for higher education courses at the same institution or split between any number of institutions if you are applying through UCAS. Many applicants apply to a spread of institutions to create options if they aren't accepted to their first choice. Other applicants sometimes apply for more than one course at the same institution so they have a second chance at their preferred location.

Myth 6

To study in Higher Education you have to live away from home.

Although living in halls of residence can be one way to become immersed in student life, it isn't the only option. You could live at home and commute or study online.

There is plenty of information about transitioning to higher education but some information can be misleading. Find out the truth below.

Mythbusting Higher Education P3

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Myth 7

Having a large amount of student loans will stop you getting a mortgage

The Council of Mortgage lenders says having a student loan is very unlikely to impact on your ability to get a mortgage. As student loans are considered different to regular loans, they have minimal effect on credit checks etc. but may be taken in to account for affordability.

Myth 8

If I state I'm a disabled student on my UCAS application, this will affect the decision that a HE provider makes.

Universities and colleges make offers based on each applicant's ability to meet the entry requirements, their enthusiasm for the subject area, their reference, whether it's the right course and provider them, and ultimately, whether they can succeed on the course they have applied for. It would be unlawful for universities and colleges to refuse you a place or treat you less favourably because of your disability.

Myth 9

Accessibility needs may affect your ability to get around campus (e.g. using a wheelchair).

Most unis and colleges will already be accessible, and will provide information about this on their websites, including accessibility 'maps'. Every university or college has a team dedicated to supporting disabled students, so the disability adviser is a good starting point to talk through any concerns you have

There is plenty of information about transitioning to higher education but some information can be misleading. Find out the truth below.

Mythbusting Higher Education P4

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Myth 10

Making new friends in Higher Education can be tough and there is little support available.

Universities and colleges have counselling services, offering specialist and tailored support. The disability adviser will know of any mentors and support groups where you can meet others with similar concerns.



Types of Study

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When thinking of higher education, many people assume a full time, three year degree course is the only option. There's so many more options out there, you just need to know where to look, these can include
Part-Time Degrees
Degree Apprenticeships
Foundation Degrees
and more!

Not every course is available in each format so checking with each HE provider will help you understand what is available for you.

Studying part-time is great for students in a variety of circumstances. These often include students who need to work alongside study, have medical limitations, have other commitments (i.e. as a carer) or for any number of other reasons. Studying part-time can help you achieve your goals without the added pressure of full time study on top of a busy home life.

Out of our thirteen members, ten of them offer at least one part-time course at undergraduate level. In total there are over 100 courses offered part-time across our partners. These are offered by:

Bradford College
University Centre Calderdale
University of Huddersfield
Kirklees College
Leeds Beckett University
University of Leeds
University Centre Leeds (part of Leeds City College)
University Centre Wakefield.

Some providers also offer part-time postgraduate courses. These can be studied at:

University of Huddersfield
University of Leeds
University Centre Leeds (part of Leeds City College)
Leeds Trinity University.

For more information on part-time courses available and other types of study, visit the provider websites in order to see what they have to offer.

As a parent or carer of someone going into Higher Education (HE), you are likely to be offering support, guidance and encouragement to the young person or people in your care. This may be an exciting time and it can also feel like a big step as you may be concerned about a range of issues such as the young person's workload, accommodation, finances or career prospects. This is especially true for parents and carers of disabled students as you may want to feel assured that the appropriate support is in place.

Whereas a parent or carer may have been very involved in how the support was provided in secondary and further education, the focus is on the student coordinating this for themselves in HE. However, there is often a lot of support available from the HE provider and it is important to find out where to access the support.

When people enter into HE, the data protection guidelines mean that HE providers cannot pass on information about a student to their family.

Therefore, parents or carers do not receive regular updates on the student's progress, the nature of their disability support or their wellbeing. It may also mean that if you contact a student support service, such as a disability service, although you can pass on any concerns, you may not receive any feedback on the action that has been taken.

There are a number of things you can do:

- Try to find out as much as possible about the application process for HE. There is some useful information in the UCAS Parent, Guardian and Carer Guide.
- Find out about the Disabled Students' Allowance process and encourage the young person to consider this and apply as early as possible.
- Find out information about the HEP that the young person is interested in. Have a look on their web sites for information about disability and support services.
- Take up opportunities to visit HE providers on Open Days or course information events as there are often staff present who can discuss how support is put in place for disabled students.
- Contact the Disability or Support Service to see if you and the young person can have an appointment with an adviser in advance of the student starting their studies. Many HE providers will offer this opportunity so you can find out together how disability support is put in place in HE and what information the HE provider requires. You can also ask who the student should contact if they need additional help during their studies.
- Approach the Disability or Support Services to ask if they have a procedure for sharing information with you about the student or what you should do if you have concerns about them. Some HE providers may share information with you about specific issues if they have permission from the young person.

What to Expect: Differences between FE and HE

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Whether you decide to stay on at your FE provider to study HE (HE in FE provider) or to attend a university or Conservatoire, you will notice some differences between HE and FE, which relate specifically to what you can expect as a disabled student. Below are some of the changes you can expect once you (or as you) transition to HE. Note, you are encouraged to do your own research into support at HE provider.

1. You become an adult at 18. This means that confidentiality rules now apply to your disability. It is up to you to consent for parties to share info e.g. for your hospital to share details with your GP etc. and/or to keep the different parties informed yourself. This includes your parent/carers – see Parent/Carer section.
2. Storing of medication, if needed. Some disabilities require medication that may need to be stored in a fridge and/or administered by someone else. In terms of storing medication, HE providers often cannot do this for you and so you will need to make alternative arrangements – seek advice from Disability Services.
3. Personal care is different. In HE, you would be expected to take care of your own personal care needs. Whilst HE providers cannot offer personal care, they can help signpost you to places to advertise for staff to help you. This includes local job boards aimed at those who want to work in care and the student job boards.
4. You manage your own staff. Whether you need personal care, a companion or someone else to help you with your disability, the staff are yours to manage. The HE provider will help with a notetaker, if needed, but other staff are yours to find. At some HE providers, best practice involves training up support staff to become a note taker in HE so you manage just one individual, not a whole team of staff.

Research Outside of Studies

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“Whilst everyone will do some form of research to decide if HE is for them and where to study etc., there is additional research that disabled learners will do to prepare for HE. In terms of research outside of studies, these are the questions to consider/ask in relation to accessible buildings for disabled learners.

Questions to consider	Who to ask	What disabilities might benefit most from this information?
Where are the quiet spaces to study?	Library Staff	Autism, highly sensitive people, those with misophonia
Where are green spaces at HEP or nearby publicly?	Admissions team	Autism, highly sensitive people, those with mental health
What is the stair free route?	Disability team	Wheelchair users, those with prosthetic leg, hidden disability
Disclosing your disability if not already done	As soon as possible after you start HE	Speak to Disability Services team Access support
Do they have cafes and vending machines etc.?	Disability team	Those who must have access to certain foods e.g. diabetics
Are there dog pens at the HEP?	Disability team	Those with visual impairment that have their own guide dog
Is there a map available of HEP?	Admissions team	Those with dyspraxia and anxiety who need this information
Where are the places to rest e.g., common rooms?	Disability team	Chronic pain, multiple sclerosis, hidden disability, dyspraxia, depression, others
Is there a dark place you can go?	Disability team	Sufferers of migraines

The above list is not exhaustive - be guided by your own needs and disability.

Staying away from home?
Here are our top tips!

Top Tips for Accessible Accommodation

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Find that key contact/email.
Find out who to speak to about
accommodation with regards to
your requirements and
ensuring that it is accessible for
you

Ask for a tour beforehand.
Open days and offer days often
include tours of standard (i.e.,
not accessible) accommodation
so ask for a tour of accessible
accommodation before
committing to live there for a
period.

Find out what accessible
accommodation means e.g.,
some may be suitable for
wheelchair users, while other
places may not be suitable.

Consider accommodation type,
such as, catered (HE provider
will provide meals) vs self-
catered (you cater for yourself
so shop more etc.)

Look at the location. Is there a
slight incline, do you have to get
a bus, the bus frequency,
distance, extra room for
equipment or staff etc.

Useful Links

[EmployAbility](#)



[Access to Work](#)



[Looking for work if you are disabled](#)



[MyStudent Plus Club - guidance and advice to disabled students and those with long-term conditions.](#)



Mental Health



[Advice for employees with mental health conditions](#)



[ACAS Mental health at work](#)



[MIND Mental health at work](#)



[SCOPE - Supporting people with mental health issues to find work](#)



[Charityjob - Helping people with mental health difficulties find work](#)

Specific Learning Difficulties

[Dyslexia Foundation](#)



[British Dyslexia Association](#)



[Dyslexia Scotland](#)



Physical/Mobility

[Access to Work Scheme](#)



[Chronic Fatigue Syndrome](#)



ASC

[National Autistic Society - Advice and Guidance on seeking work and support at work](#)



[National Autistic Society - free online course on finding employment](#)



[Autism Education Trust
Transition to Employment Toolkit](#)



Useful Links

Medical Conditions

[Access to Work Scheme](#)



[AbilityNet A Digital World Accessible to all](#)



[Work and diabetes | Life with diabetes | Diabetes UK](#)



Visual Impairments

[RNIB - Equality, rights and employment](#)



[Blind in Business](#)



Hearing Impairments

[RNID - Information and support about work](#)



Useful Links

Forms

[DSA Forms](#)

[Evidence Forms](#)

[UCAS PAGE - STUDENT FOCUSED](#)



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If you have any feedback on this pack, please send it to ghwy@leeds.ac.uk.