

Why make your teaching more inclusive, why make reasonable adjustments?

- The School's Strategic Objectives¹ encourage departments to "...lead in the provision of excellent disciplinary and interdisciplinary education", (ensure) that "...graduates are well informed, critical, analytically sophisticated and globally employable", and (ensure) that "...students and staff interact to build a dynamic learning community that reflects the School's distinctive identity."
- Reflecting on inclusion and reasonable adjustments in your teaching provides an opportunity to refresh your practice ensuring it is accessible to students with diverse study experiences as well as disabilities.
- Meet the needs and requirement of diverse student body including disabled students ensuring the School meets its legal 'anticipatory' duty to students under the 'Equality Act (2010)
- "... in the midst of rapid change in higher education, a crucial priority is to ensure that our students have the benefit of great teaching and a rewarding educational experience." Dame Minouche Shafik.

Physical & Mobility Impairments

Students with physical impairments may have difficulties with mobility, manual dexterity and speech. Some students might use a wheelchair all or some of the time, might need support with personal care and assistance navigating between teaching, learning and other spaces. Some physical impairments are fluctuating whilst others remain constant; significantly impacting on their ability to access study venues, materials and opportunities.

It is important to talk to the student about what is most optimal for them but the consistency of teaching and learning spaces, access to library and learning, is key. Students with physical impairments are likely to need a Personal Emergency Evacuation Plan (PEEP), arranged via the relevant H&S Coordinator in their academic department (please contact Kieron O'Neill, Fire Safety Officer k.e.oneill@lse.ac.uk)

Impact on Study

Students with physical & mobility impairments may experience difficulty with:

- Managing the distance between different learning activities²
- Carrying books, materials, laptops, a tray for food and drinks
- Notetaking, typing and other areas of dexterity such as turning pages
- Answering questions, joining in class discussions or presenting material orally
- Completing multiple timed examinations and/or managing conflicting deadlines due to fatigue.

Who can I work with to help my teaching and what resources are available to me?

- Your Department's dedicated Teaching and Learning Centre departmental adviser listed at <https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Support-for-LSE-Departments/Support-for-LSE-departments>
- Make use of the 'Assessment Toolkit' at <https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Assessment-Toolkit/LSE-Assessment-Toolkit>
- To discuss **My Adjustments**, seek advice on reasonable adjustments and **Central Exam Adjustments** contact the Disability and Wellbeing Service <https://info.lse.ac.uk/current-students/student-services/disability-and-wellbeing-service>

FOR EXAMPLES OF REASONABLE ADJUSTMENTS AND INCLUSIVE TEACHING EXAMPLES SEE OVER

¹ <http://www.lse.ac.uk/about-lse/Image-assets/PDF/Education-Strategy.pdf>

² If unable to ameliorate with consistent timetabling in easily accessible space close to accessible bathrooms and social spaces then acknowledge that variable attendance might in some cases be due to disability rather than lack of effort.

Inclusive Teaching examples

- Structure contact hours strongly, opening with an outline, flagging changes in topic, offering recaps and concluding with major points.
- Provide clear written summary feedback even when a face-to-face feedback discussion takes place. Students can thus avoid having to write up feedback while discussing it and will have a helpful point of reference for later.

'inclusive learning and teaching recognises all student's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences' [HEA]

Reasonable Adjustment examples

- Provision of reading lists and lecture/teaching materials (includes handouts, notes, slides, and articles for discussion) in advance enabling adequate time for the student to prepare in light of their disability.
- Permission to record lectures or take notes on a computer, and access to lecture capture.
- Library adjustments including extended loans as well as help sourcing books and hard copy materials if needed.
- Give clear information in advance about field work, study abroad and proactively offer named staff to help with ensuring access to study related activity.
- Examination adjustments: such as extra time, use of a computer, or rest breaks if appropriate although alternative forms of assessment may be optimal.
- Signpost to Assistive technology training via the IT Help Desk
- Signpost to the Disability and Wellbeing Service for mentoring and study skills support - to develop good planning, efficient and appropriate study strategies and coping strategies.
- Proactively ensuring students aware of Office Hours provision and Disability and Wellbeing Service so as to keep relevant colleagues informed of issues (if any) and to enable difficulties to be addressed prior to reaching a crisis.