

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.

Visual Impairments

Visual impairment is the term used to describe a loss of sight that cannot be corrected using glasses or contact lenses. There are two main categories of visual impairment:

- Registered partially sighted, which means the level of sight impairment is moderate
- Registered blind, which means a severe sight impairment where activities that rely on eyesight become impossible

Students with visual impairments will experience varying degrees of sight loss; the majority will have some sight which may be useful for different things for each individual. For many, the visual impairment will not be obvious to others, even when someone is registered blind. Using the same teaching and learning spaces consistently is likely to be beneficial and prevent unnecessary additional effort in terms of orientation thus preserving energy for study.

Impact on Study

Support required will vary depending on the student's individual circumstances. However, students who are visually impaired may need support in the following areas:

- Orientation support on arrival and ongoing for new locations during term and each new term
- Sighted guide support
- Materials in alternative formats (such as Braille, electronic, audio, large print)
- General practical study support (such as to source and scan library, course, careers and other information)
- Provision of materials in advance
- Access to assistive technology
- Permission to record lectures and/or notetaking support
- Extended library loans
- Examination adjustments
- Physical adjustments to the built environment (such as lighting adjustments or provision of tactile markers)

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>

Inclusive Teaching examples

- Structure contact hours strongly, opening with an outline, flagging changes in topic, offering recaps and concluding with major points.
- Number lecture slides to assist with referencing during note-taking
- Publicise deadlines e.g. for written work in advance and clearly describe academic tasks and expectations as well as opportunities for alternative forms of assessment, competence standards and previous examples of inclusive practice initiatives.
- 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 have a helpful point of reference for later.
- Circulate materials you will use during contact hours in advance in digital form, where possible. If possible, optimise documents you create for screen reading software)
- Avoid green ink on whiteboards – it's a lot less legible for many students.
- Make sure you vocalise any key information from slides during lectures, particularly information from visual components (graphs, charts etc.).
- Sticking to the same room layout (and potentially the same seating arrangements) can assist familiarisation.

'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 and those facilitating the production of alternative formats, to prepare them 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.
- 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. Fatigue associated with barriers to accessing material or completing assessments should not be underestimated and 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 – as appropriate but often to enable successful management of fluctuating conditions, balancing study, social and medical appointments/commitments.
- 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.