Top Tips for teaching learners with Additional Needs

UAL uses a Social model of disability, where it is considered how the learner is disabled by the environment they are in, rather than if they have a disability.
This video is a great intro to the model:

https://www.youtube.com/watch?v=NsEIa1wLfmQ

The following guidance for inclusive teaching and learning will support all students. More detailed information is provided in the Disability Inclusion Toolkit and UAL's guidance on Designing and Organising your Course.

- ☐ Provide timetables well in advance and clearly communicate any changes.
- ☐ Provide briefs and guidance well in advance of deadlines.
- ☐ Briefs should be clear and well-structured, with easy to follow guidance.
- ☐ Use sans serif fonts (e.g. Arial, Verdana) in minimum size 12 on documents.
- ☐ Use plain English, and provide glossaries for specialist terminology.
- ☐ Make teaching materials available electronically, ideally 48 hours before sessions. Teaching materials include PowerPoint slides, handouts, etc. Consider using Padlet to make resourses available.
- ☐ Reading lists should highlight essential or priority reading (e.g. key chapters, articles or books, including page numbers).
- ☐ Taught sessions should be structured, with clear learning objectives and conclusion.
- ☐ Key information and instructions should be provided both verbally and in writing.
- ☐ Allow students to make recordings (for personal use only) or take notes however they prefer, e.g. by using a laptop, phone or tablet, using a digital recorder, in writing, etc. See Recording Taught Sessions for more information.
- ☐ Feedback should clearly explain how students can improve the content of their work.
- ☐ Build regular breaks into taught sessions.
- ☐ 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. See UAL's Inclusive Marking of Written Work Guidelines for Staff for more information.
- ☐ Provide access information about academic visits well in advance. This may include travel information (including walking distances), timings, and access details. See our leaflet Planning Academic Visits for more information.

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Accommodating Additional Needs

All learners are asked as part of the enrolment process if they have a disability.

All under 18s learners are also asked if they have any additional needs that we may need to support them with (learning difference, neurodiversity, physical or mental health issue, or disability, or anything else that we could need to know about to support them)

If any of these are disclosed, we ask the learner what support or accommodation they need and will pass this information on to the tutor in advance of the start of the class.

If a learner discloses an additional need during the class, please notify The Customer Service Team, even if you can effectively manage the additional need. It is important that we keep a record of learners' additional needs and how they have been accommodated. UALCST@arts.ac.uk

If a learner chooses to disclose a difficulty in class, you may find this guidance on canvas about supportive conversations here
helpful https://canvas.arts.ac.uk/documents/sppreview/4bbe0f91-7927-49aa-98ec-a9a6fc644418

All learners have access to student support services which cover health, disability, finance and study support. See this document on canvas for contact information for these teams.
https://canvas.arts.ac.uk/sites/explore/SitePage/45474/student-services

If you are aware that a learner in your class has a learner difference or neurodiversity you may find the following guides useful in developing resources. However, the best option is to ask the learners what support they need.

Guide for inclusive learning
https://canvas.arts.ac.uk/documents/sppreview/3550bb2f-db31-4a28-8223-6a13d80001e7

Inclusive group tasks
https://canvas.arts.ac.uk/documents/sppreview/f1713f99-8951-4e40-b5ec-042b96ff1ff8

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