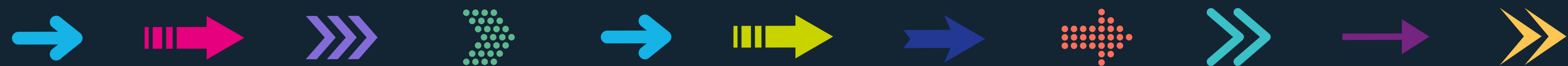


CHAMPIONING INCLUSION: SUPPORTING STUDENTS WITH SEND IN HIGHER EDUCATION



NICOLA TURNER, UCAS

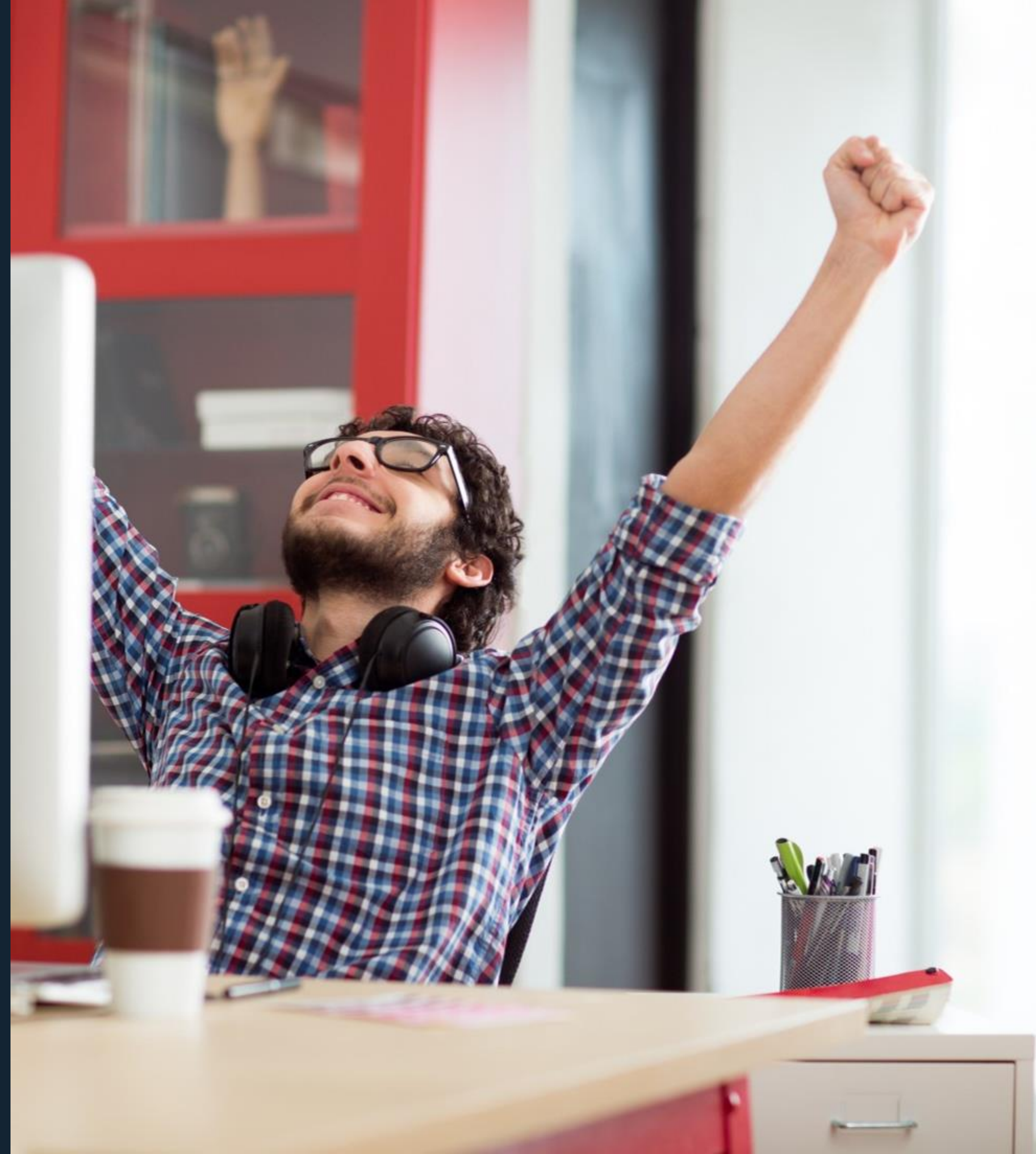
HARRIET CANNON, UNIVERSITY OF LEEDS

UCAS

CHAMPIONING INCLUSION: SUPPORTING STUDENTS WITH SEND IN HIGHER EDUCATION

Nicola Turner – Senior Fair Access Adviser,
UCAS

Harriet Cannon - Disability Team Manager,
University of Leeds



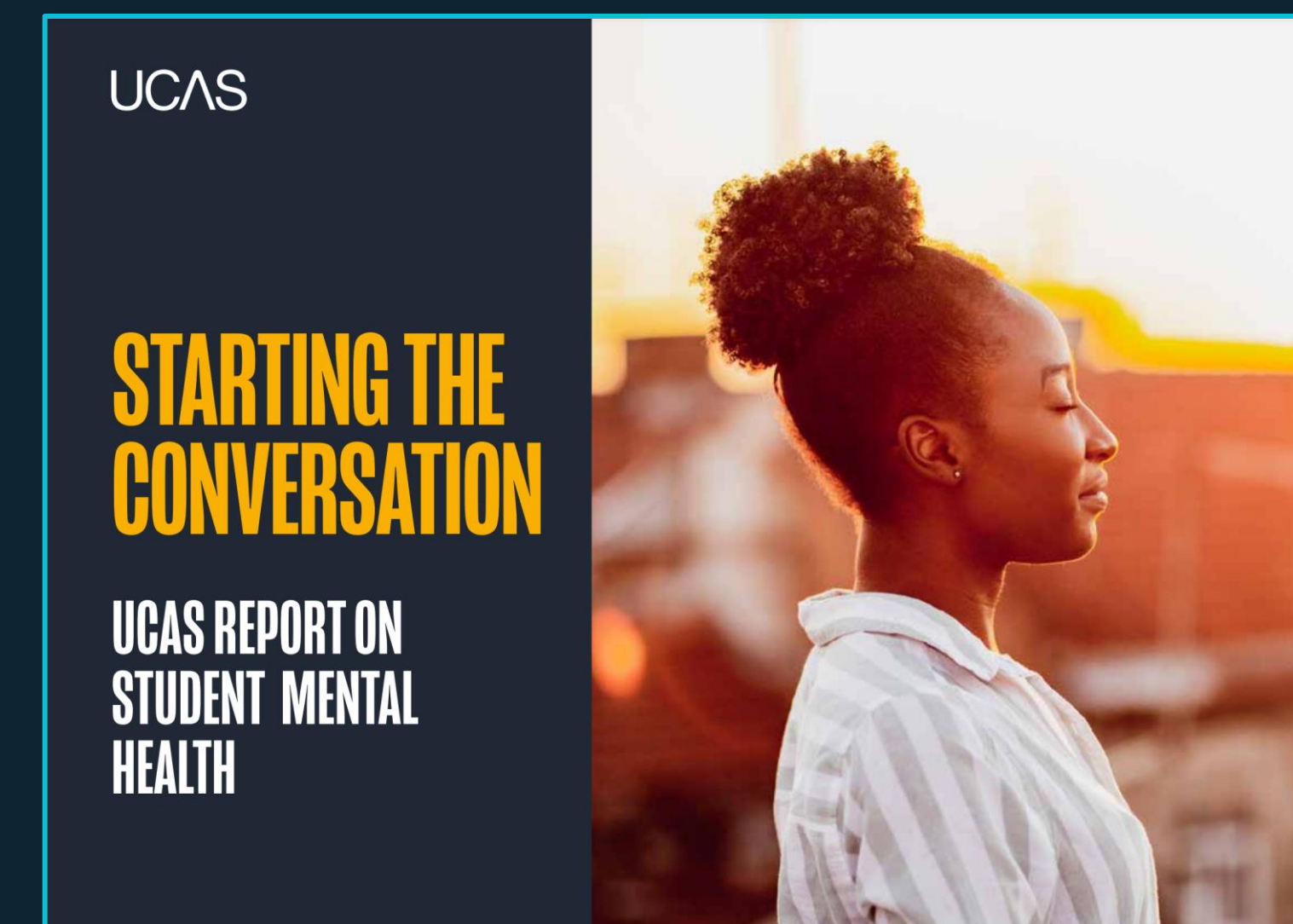
AIMS FOR THIS SESSION

- ✓ Gain insights into the key **challenges and considerations** for disabled students
- ✓ Know what **tools and resources** are available to help your students research their options and make the best decisions for them
- ✓ Gain a clearer understanding of the **differences in support and terminology** between secondary and higher education
- ✓ Understand **what happens to applicants' information** when they share a disability in the UCAS application
- ✓ Know how applicants can **access support** in higher education.

READ MORE:



[Link to the 2022 UCAS disabled student report](#)



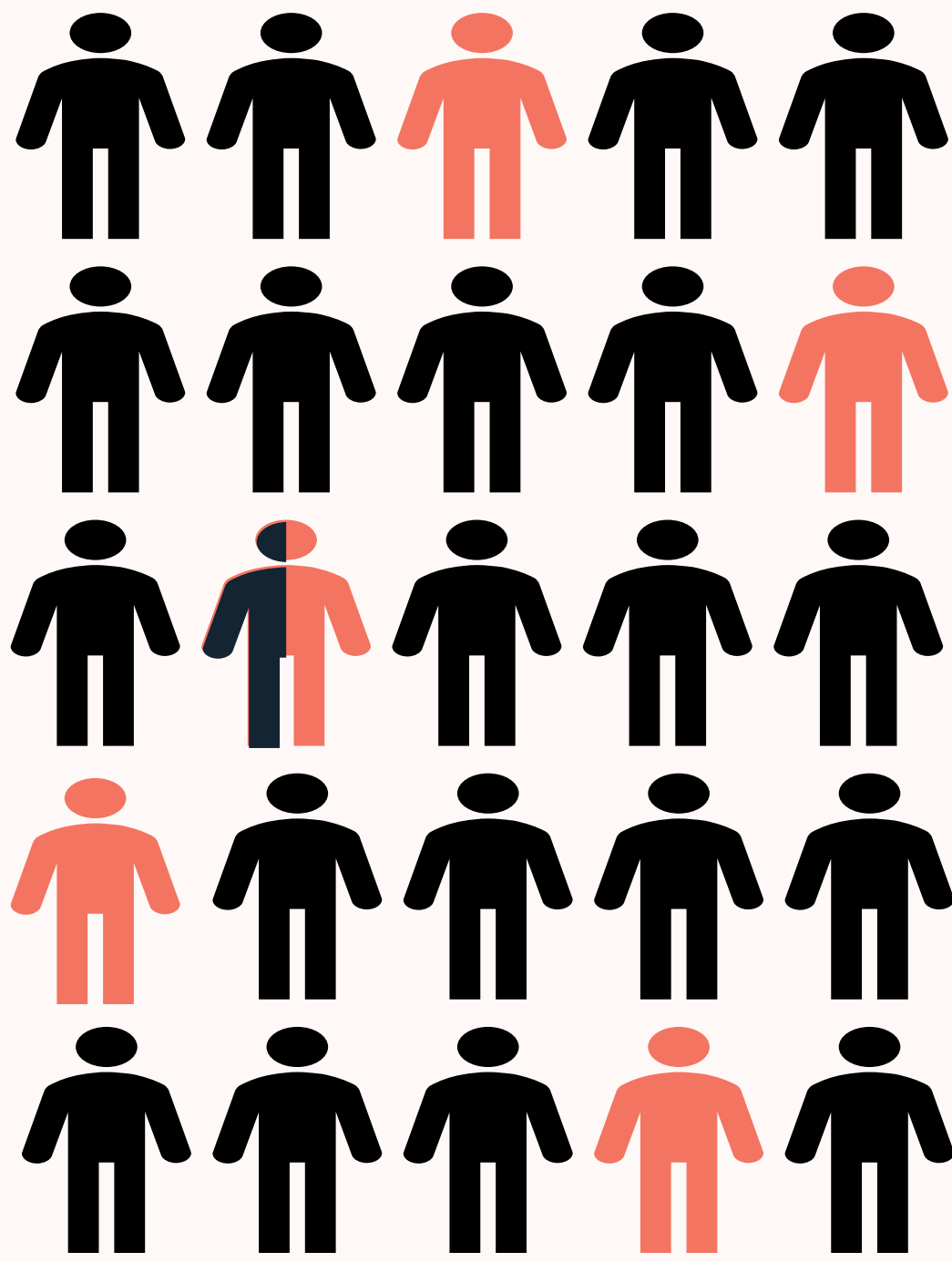
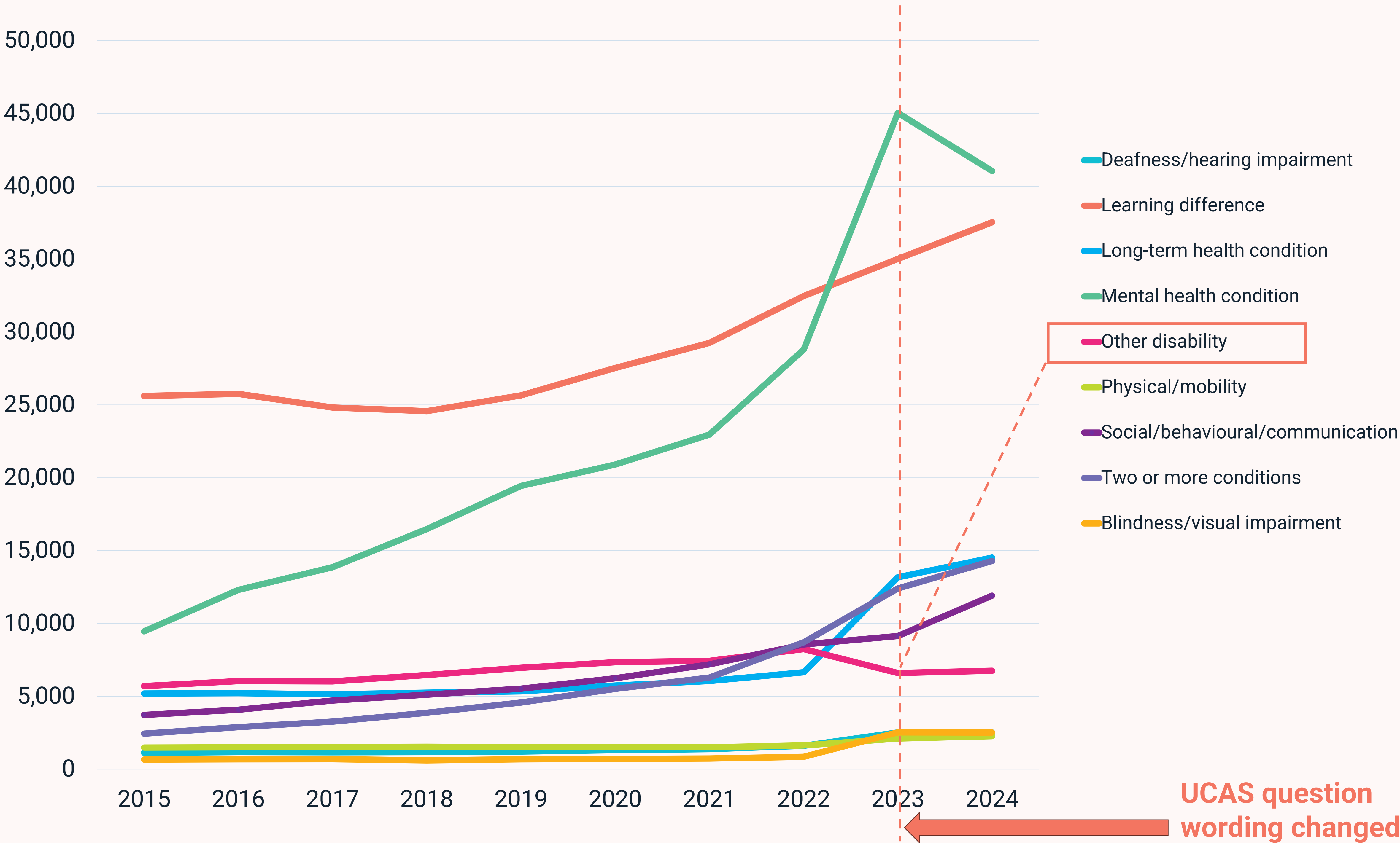
[Link to the 2021 UCAS student mental health report](#)

CONTEXT



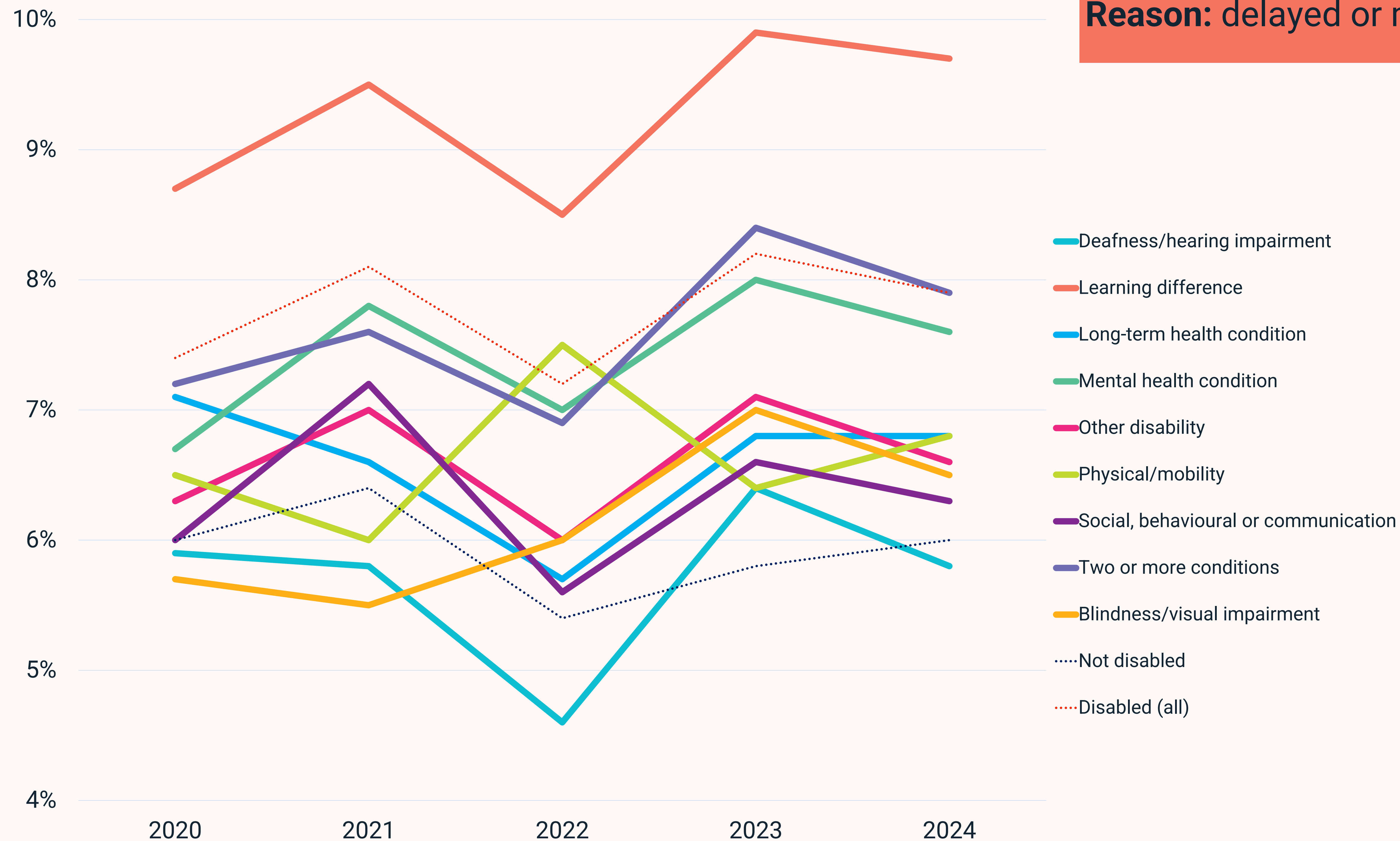
What the UCAS data tells us about disabled applicants

WE'VE SEEN A 141% RISE IN APPLICANTS SHARING A DISABILITY SINCE 2015 ...



More than
1 in 4
UK applicants
shared a disability
or mental health
condition in 2024
(over 133k)

... BUT THEY ARE MORE LIKELY TO DEFER ENTRY



Reason: delayed or missing support

Action 1: Earlier engagement to support a longer or more complex journey to HE

Action 2: Encourage students to share their individual needs early

A LONGER, MORE COMPLEX JOURNEY AND ADDITIONAL CONSIDERATIONS



Change in terminology
Missed support and information



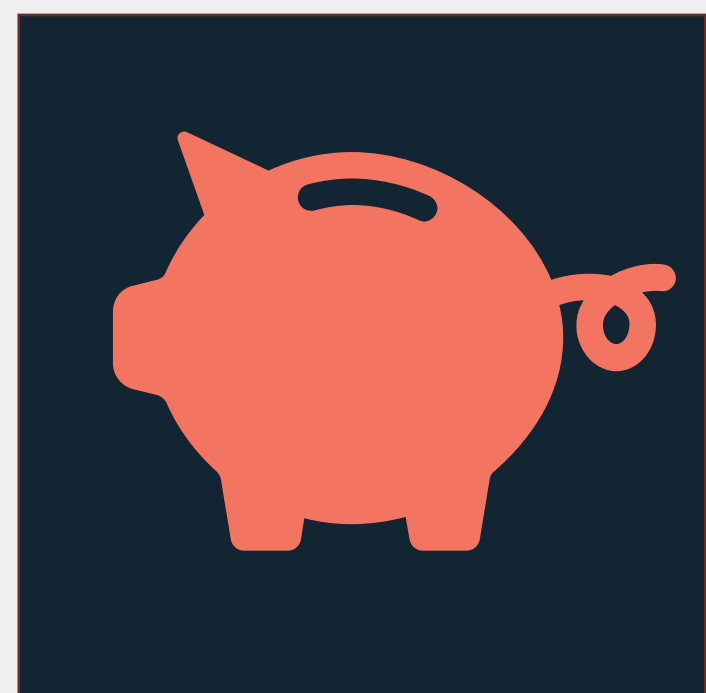
Researching support needs
What? Where? How?



Change in type of support
Inaccurate expectations



Speaking to the disability
adviser **Self-advocacy and
articulating support needs**



Finance and funding
**E.g. Disabled Students'
Allowance**



Sharing via UCAS
Reassurance and clarity

THE MORE ABOUT YOU SECTION

Further improvements on the way!

UCAS

Further education

Undergraduate

Postgraduate

MORE ABOUT YOU

2023 Undergraduate application

Home icon

 / UCAS application / More about you

Return to application overview

Personal details

✓ Contact and residency details

Nationality details

Here, you can tell us about any circumstances that you might need support for during your studies. You might feel uncertain about sharing your personal circumstances but we want to reassure you that this information is confidential and will not negatively impact your application.

We don't need you to give details – this information will be shared with those involved in making arrangements to support you at the university or college (e.g. the student support team, admissions staff), and they may get in touch to

None

A visual impairment uncorrected by glasses (e.g. blindness or partial sight)

A hearing impairment (e.g. deafness or partial hearing)

A long-term illness or health condition which may involve pain or cause fatigue, loss of concentration or breathing difficulties – including any effects from taking associated medication.

A mental health condition, challenge or disorder (e.g. anxiety or depression)

A learning difference (e.g. dyslexia, dyspraxia, or AD(H)D)

A physical impairment or challenges with mobility (e.g. climbing stairs or uneven surfaces), or dexterity (e.g. using a keyboard or laboratory equipment)

A condition or impairment not listed (please give details in the box below)

Two or more impairments or conditions (please give details in the box below)

A social, behavioural or communication impairment (e.g. an autistic spectrum condition, Tourette's Syndrome, or speech and language difficulties including stammering)

(A TINY SIDE NOTE ON
UCAS TERMINOLOGY)

SHARING

CONTENT AND RESOURCES



To support disabled students – and you!

UCAS

STUDENT-FACING INFORMATION AND ADVICE

Where to start ...

↑ / Undergraduate / What and where to study / What can I do next?

UNDERGRADUATE: INDIVIDUAL NEEDS

Explore this section ▾

Higher education is an inclusive environment where support can be provided to help you study. Find out more.

Need help viewing this website? Take a look at our [accessibility information](#).

Students with individual needs



Disabled students

Course providers welcome over 45,000 disabled students each year, meaning there's already lots of on-campus support available.

If you have a physical or mental health condition, learning difference, or long-term illness, you can let the course provider know on your application. However, it's a good idea to contact them directly to discuss your support needs as early as possible – even before sending your application.



Care-experienced students

There's plenty of support in higher education for care-experienced students – with finances and accommodation, as well as help with settling in to your new surroundings.



Student carers

Higher education can give students with caring responsibilities the independence and skills they need for their chosen career, through financial and academic support during their studies.



Students with parenting responsibilities

Universities and colleges are aware that if you are balancing your studies with family life, you may experience challenges from time-to-time. However, extra support may be available to help you manage, such as on-site childcare, academic support, and help with finances.



Students with a previous criminal conviction

Many people with previous criminal convictions enter higher education. Depending on the course you want to study, you may need to disclose your criminal record – universities and colleges will be able to support you through this process and offer guidance.



Students not supported by their parents (estranged)

Support is available for students who are no longer supported by their parents due to a breakdown in the relationship (known as estranged). This can include help with accommodation and finances, as well as health and wellbeing.

[Access the individual needs pages](#)



Disabled international students

There is a range of support available to help you with your studies and lifestyle at university – you just need to let the university know so they can help put this in place.



Further information and support

Our useful resources have lots of expert advice for disabled students, to help you get the support you need to succeed in your higher education journey.



Interested in an apprenticeship?

Being disabled shouldn't limit your job or study choice, and apprenticeships can be a great route for you to get into your chosen career.

REFRESHED DISABLED STUDENTS' PAGES

You might also like to read



Disabled Students' Allowance (DSA)

The Disabled Students' Allowance (DSA) scheme aims to ensure everyone has the support and...



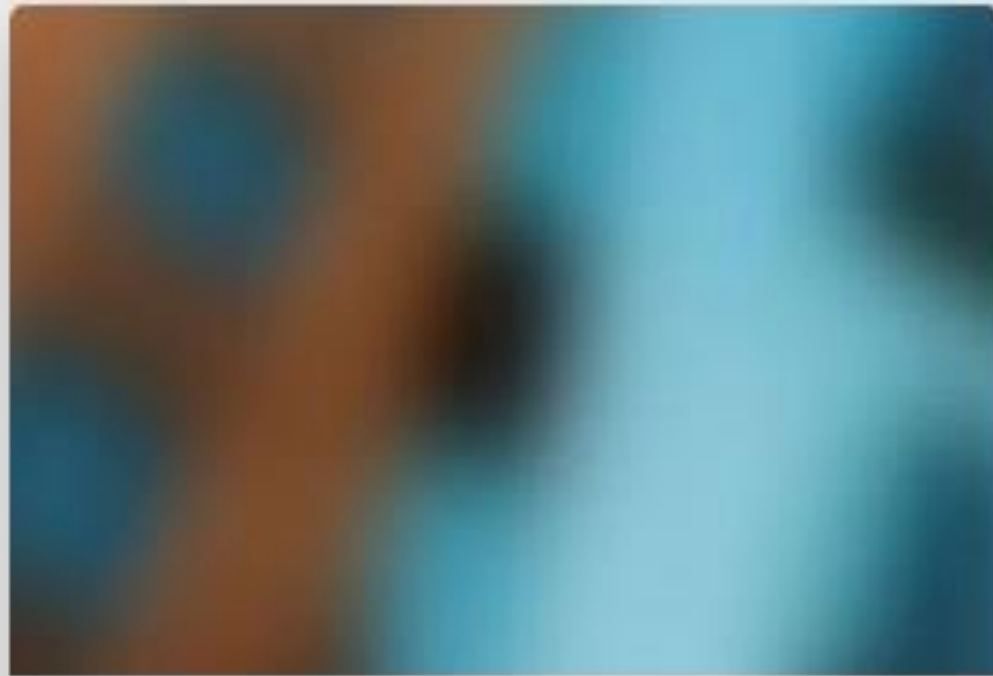
Support for disabled students – frequently asked questions

Here you'll find the answers to the most frequently asked questions around support for disabled...



Disabled students: Preparing for open days and visits

Open days are a valuable way of finding out about a university or college first-hand – you can tour the...



Speaking to the disability support team or mental health adviser

Making contact with the disability support team or mental health adviser early on is a really good idea.

[Visit the disabled student pages](#)

A COMPREHENSIVE DSA GUIDE

🏠 / Money and student life / Money / Additional funding

DISABLED STUDENTS' ALLOWANCE (DSA)

Explore this section ▾


The Disabled Students' Allowance (DSA) scheme aims to ensure everyone has the support and adjustments they need to succeed during their studies.

However, knowing where to start or even what DSA really is can be difficult. We've got lots of resources designed to help you navigate your way through eligibility, application, and what support is available through DSA.


Content provided by Diversity and Ability

D&A


Diversity and Ability




What is DSA?




DSA eligibility FAQs




Acronyms and abbreviations




How to apply for DSA



What to expect from a DSA assessment




Confirmation and taking up support




Disabled Students' Allowance: Scotland

If you live in Scotland, read this guide created by Lead Scotland, a charity providing support for disabled people to learn.



Disabled Students' Allowance: Northern Ireland

If you normally live in Northern Ireland, read our guide to what's available to you.



Disabled Students' Allowance: Wales

If you normally live in Wales, read our guide to what's available to you.

🏠 / Money and student life / Money / Additional funding / Disabled Students' Allowance (DSA)

WHAT TO EXPECT FROM A DSA ASSESSMENT

Explore this section ▾


Once your application is approved, you'll receive an email your funding body confirming your eligibility for the DSA.

Attached to the email will be your DSA1 confirmation letter. It's important to keep hold of this letter because it proves you're eligible and provides instructions on arranging your needs assessment.

Remember: **Your needs assessment is not a test**, but an opportunity to openly discuss your needs and the barriers you face in accessing your university life.

Arranging your needs assessment is straightforward:

- 1 Contact your needs assessment centre. You can find their contact details on your letter.
- 2 You can choose where and when you would like to be assessed. It can be online, over the phone, near your home, or near your university. The format you choose is entirely up to you. Don't worry about the price: your assessment is completely free and paid for as part of your DSA.
- 3 Attend your needs assessment. Your needs assessment centre will guide you through the process and be on hand if you have any questions or concerns.



But I'm sure your university have plenty of information on this.

What happens in my assessment?

Your assessment is confidential and conducted in a **relaxed, informal, and supportive environment**. Needs assessors have specialist experience in working with higher education students and discussing recommendations for support.

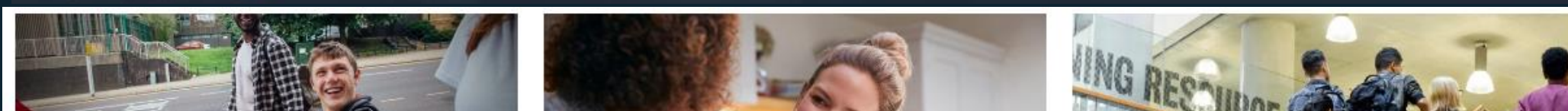
You'll have the opportunity to talk about past experiences and any strategies you've developed to address challenges. Once your learning needs have been discussed and the barriers identified, the assessor will propose support that could benefit you.

[Visit the DSA pages](#)

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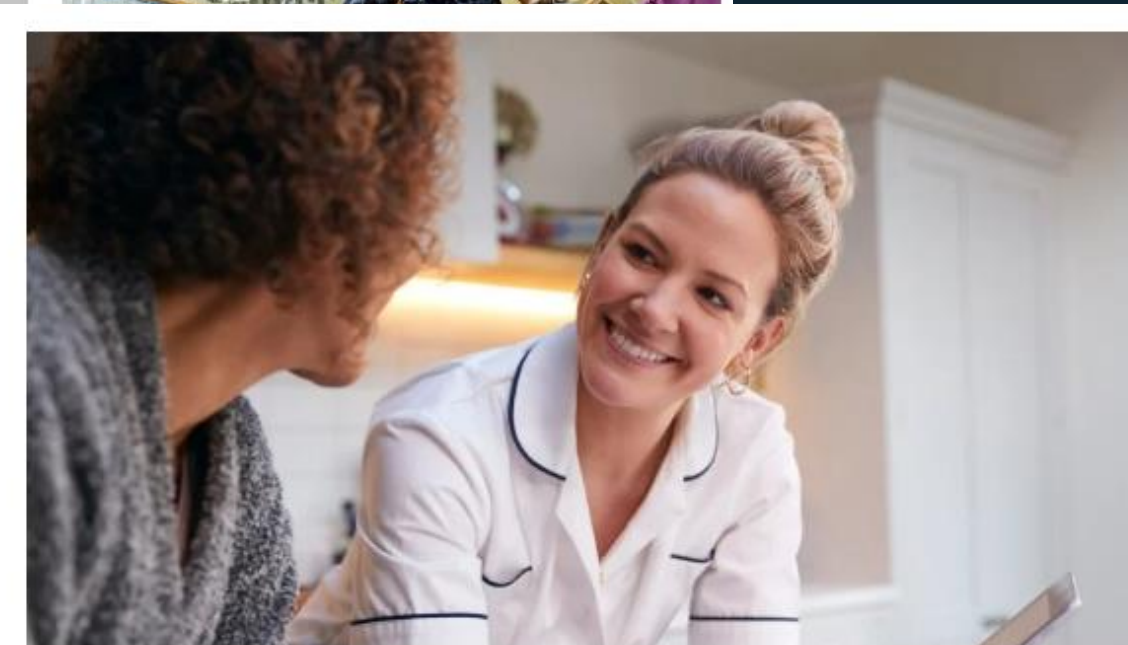
ADVISER RESOURCES

ADVISER TOOLKIT: SUPPORTING STUDENTS WITH INDIVIDUAL NEEDS



Supporting disabled students

We've worked with experts, such as the National Association of Disability Practitioners (NADP) to outline some of the ways in which you can help your students make a successful transition.



Students with mental health conditions

Some students may be hesitant to tell their university, so we've worked with experts (including Student Minds and the University Mental Health Advisers' Network (UMHAN)) to explain the process of declaration to your students, and offer practical ways to help them manage the transition to independence.



Parenting responsibilities

Balancing studying with family life can present challenges, so student parents will find it useful to know what support they can access to manage their priorities. Here, we offer some practical tips to help them along their journey to higher education.



Children from UK Armed Forces families (Service children)

We have worked with the Service Children's Progression (SCIP) Alliance to explain how you can practically support Service children along their journey to higher education.



UK Armed Forces veterans and service leavers

Students who have served in the UK Armed Forces as a Regular or Reservist may find there are unique challenges involved in applying to higher education. We have worked with the Ministry of Defence and experts at the University of South Wales to offer practical ways to help them explore their options and prepare for their next step.



Applicants eligible for free school meals (FSM)

Discover what students are eligible for free school meals (FSMs), how to support them, and how it's declared.



Supporting children with imprisoned parents

There are an estimated 312,000 children of prisoners in the UK and they are often described as 'invisible'. Disclosing they are a child of a prisoner on their UCAS application will not disadvantage them, but instead give the provider a fuller picture of their circumstances.



Outreach Connection Service

UCAS' Outreach Connection Service has been developed for UK teachers and advisers, offering an efficient and timesaving online tool to support disadvantaged and underrepresented students to higher education.

Advisers / Help and training / Toolkits / Adviser toolkit: Supporting students with individual needs

SUPPORTING DISABLED STUDENTS

Explore this section

Students with physical or mental health conditions or learning differences will find a variety of support available in higher education. However, advance research and preparation can make all the difference – here, we outline some of the ways you can help your students make a successful transition to university.

Pre-application and research phase

Communication with students, parents and support staff

- Where possible, identify disabled students, and those with mental health conditions, learning differences and long-term health conditions so you can make sure they are given the right information about support. The learning support department or pastoral team may be able to help, either by helping you identify who would benefit from this guidance, or by helping with the conversations if they already have a trusted relationship with those students.
- It is a good idea to engage with parents and carers, to make sure they know what support and funding is available for disabled students, and to signpost expert information and advice if needed. Again, the learning support department or pastoral team may be able to help.
- Make sure that disability support is referenced in any student or parent/carer presentation and materials to ensure all young people have access to the information they may need. [Our disabled student pages](#) are a good starting point.

Supporting students to research their options

- As students start their research, encourage them to speak to the disability adviser at the university to discuss support and adjustments – it doesn't matter if they don't go on to apply there. Their contact details will be on the student support pages of the university [disability adviser](#). Your learning support team may also be able to help the student identify what they need.
- If students plan to attend open days, suggest they [read our disabled student guide to preparing for open days](#), and encourage them to book a meeting with the disability adviser.
- Remind students to check if courses have work placements or off-site learning, and to consider what support they might need. They should speak to the university to find out how they will make these opportunities accessible.

Think about practical matters early

- If a student is planning to move away, they should check the health and social care services to which they may be transitioned (as required). This can vary between local authorities and may take time, so it's advisable to start these conversations early.
- Students with accessibility requirements can use the [AccessAble website](#) to find detailed access guides for university and college campuses around the UK, as well as facilities in the local area.
- Ensure you and your students know what the Disabled Students' Allowance (DSA) is, including: eligibility criteria, what it can fund, how to apply, and what evidence is needed. [Our DSA pages](#) offer a complete guide, including all you need to know about the needs assessment.
- Have they checked their eligibility for other financial support? [Read our guide](#).

RECEIVED NO OFFERS? THERE ARE STILL OPTIONS!

If the applicant is unsuccessful in all choices (or they have declined all offers), they may be able to find a place through Extra. This service is available February to July and allows applicants holding no offers to apply to one additional course at a time. Eligible students will see the Extra option in their Hub.

When Extra closes, applicants holding no offers can still apply for vacancies through Clearing (see below). [Read more about Extra choices](#)

Top tip: check if there are any other conditions to meet before the place is secured (e.g. passing DBS checks)

NOT BEEN SUCCESSFUL? THERE ARE STILL OPTIONS!

It can be a difficult time for applicants who don't get the grades they need but it's not the end of the road. Firstly, wait for the decision. The student...

FINAL DECISIONS – CONFIRMATION

Applicants awaiting results for Scottish Highers, BTECs, etc. can see [our guide](#) for more information.

HOW TO COMPLETE THE UCAS APPLICATION

Click Start

YOUR APPLICATIONS

Link to your school or college using the Buzzword provided. If you are not applying from a school or college, skip this step.

Enter the Buzzword from your school, college, or centre

Add up to five courses using the Add Choice box.

+ Add choice

THE UCAS HUB: WHAT IS IT?

This is where applicants can access tools and information to:

- explore and research their options
- shortlist choices
- apply to courses
- track and reply to decisions

Register for the Hub any time!

Applicants don't have to be ready to apply, or even apply at all – it's a great place to explore all options and pathways, whether they:

- have a clear idea of what they want to do and how to get there
- have some ideas but need more information
- don't have a clue what to do

THE UCAS APPLICATION:

A STEP-BY-STEP GUIDE TO SUPPORTING APPLICANTS THROUGH THE UCAS PROCESS

UCAS

Access the adviser toolkits

FAIR ACCESS MISSION CARDS

NEW!

EXHIBITORS

YOUR MISSION
WHAT SUPPORT CAN I GET IF I AM (OR HAVE EVER BEEN) IN CARE?

YOUR MISSION
WHAT SUPPORT CAN I GET IF I HAVE CARING RESPONSIBILITIES?

YOUR MISSION
WHAT SUPPORT CAN I GET IF I AM FROM A UK ARMED FORCES FAMILY?

YOUR MISSION
WHAT SUPPORT CAN I GET IF I AM ESTRANGED FROM (NOT SUPPORTED BY) BOTH OF MY PARENTS?

THE BIG Q&A

UCAS DISCOVERY UK TOUR

STUDENTS AND ADVISERS

[Link to the Fair Access Mission Cards](#)

YOUR MISSION
WHAT SUPPORT CAN I GET IF I AM DISABLED (INCLUDING LEARNING DIFFERENCE, NEURODIVERSITY, MENTAL HEALTH CONDITION AND LONG-TERM HEALTH CONDITION)?

THE BIG Q&A

UCAS DISCOVERY UK TOUR

NEW

UCAS DISCOVERY EVENTS: FAIR ACCESS MISSION GUIDANCE EXHIBITION

FAIR ACCESS MISSION CARDS

Explore this section

Download our guide to help you support students with individual needs who may have questions at events.

For 2025, UCAS is launching 'mission cards' to support students from under-represented backgrounds in entering higher education. These cards are to:

- Raise awareness of available support in higher education
- Encourage students to identify their support needs
- Prompt students to inquire about university-specific support services

Exhibitor guidance and additional student resources

The following guide outlines the questions featured on the mission cards, key information about under-represented groups, and space to add institution-specific details for quick reference.

* Easy Access Mission Cards available mid-March (2024-25)

You can view and download the additional student resources and information here.

DISABLED STUDENTS MISSION CARD

Definitions

Disability covers learning differences (such as dyslexia), neurodiversity, mental health conditions, and long-term health conditions/illnesses, as well as physical disabilities or mobility challenges.

Secondary education tends to use the term SEND (special educational needs and disability) - it's important students know the language in HE is different so they don't miss important support.

Five important things to know when talking to disabled students:

1. Disability is a protected characteristic so students are legally protected by the Equality Act and legally entitled to reasonable adjustments to access the course/campus/facilities.
2. Some students will not identify as 'disabled' but it is important they know this term or they may miss out on support, e.g. Disabled Students' Allowance (DSA).
3. Sharing a disability via UCAS will not affect their chances of receiving an offer.
4. You do not need to have a diagnosis to share a disability via UCAS, but you may need evidence to access some types of support (e.g. DSA).
5. Where to find out more

UCAS resources to support disabled students

- ▶ Information and advice pages for disabled students
- ▶ Disabled Students' Allowance (DSA) guide
- ▶ Student guide to mental health and wellbeing support
- ▶ Adviser toolkit for supporting disabled students
- ▶ Adviser toolkit for supporting students with mental health conditions

Where to signpost students for expert information and advice:

- ▶ Disability Rights UK: www.disabilityrightsuk.org
- ▶ Diversity and Ability: www.diversityandability.com
- ▶ Student Minds: www.studentminds.org.uk (mental health)
- ▶ Charlie Waller Trust: www.charliewaller.org (mental health)

THE MISSION CARD QUESTIONS - WHAT YOU NEED TO KNOW

MISSION CARD QUESTION	NOTES	SECTION TO TYPE NOTES
1. Is there a disability adviser in the student support team I could contact with any questions, or to find out more information about support for my disability or condition?	<ul style="list-style-type: none">▶ Check with the disability adviser, student support team or widening access and participation team▶ If there is a page on your website outlining the support for disabled students, can you share the link or a QR code, or show them the page live on your stand?▶ Does the student support team or disability adviser have flyers about support for disabled students you can take with you?▶ Has your institution signed the Disabled Student Commitment - can you explain what this means for your students?	
2. Would I be able to speak to the course tutor before applying to find out more about the teaching and assessment methods and discuss my individual support needs?	<ul style="list-style-type: none">▶ Check with the disability adviser or course leader	
3. Are there disabled student representatives or peer support groups that I could contact about their experiences of being a disabled student at this university or college?	<ul style="list-style-type: none">▶ Check with the disability adviser, student support team or student ambassadors▶ Are there opportunities to meet students at open days or other events?	
4. If I share details about my disability or condition in the UCAS application, will the university or college contact me for more information or should I contact them myself?	<ul style="list-style-type: none">▶ Check with the disability adviser or admissions team	
5. Are there any pre-arrival events or courses available to help familiarise myself with the campus, the teaching, or my surroundings?	<ul style="list-style-type: none">▶ Check with the disability adviser, or student support team, events team, or student ambassadors▶ This could include individual campus visits, orientation events, summer schools, etc	

[Link to the exhibitor page](#)

MORE TO COME



Student video and social media
content based on the themed pages



Disabled student **careers planning**
guidance (with AGCAS and Leonard
Cheshire)



Disability-specific information and
advice (with expert charities)



Step-by-step guide for non-
specialists who are supporting
disabled applicants through the UCAS
process



Information about disability and mental
health support woven into content, comms
and training for all **under-represented**
groups



Further improvements to the
application question

Navigating terminology barriers and accessing support at university

Harriet Cannon
Disability Advisory Team Manager
Disability Services
University of Leeds
h.a.cannon@adm.leeds.ac.uk



Introduction

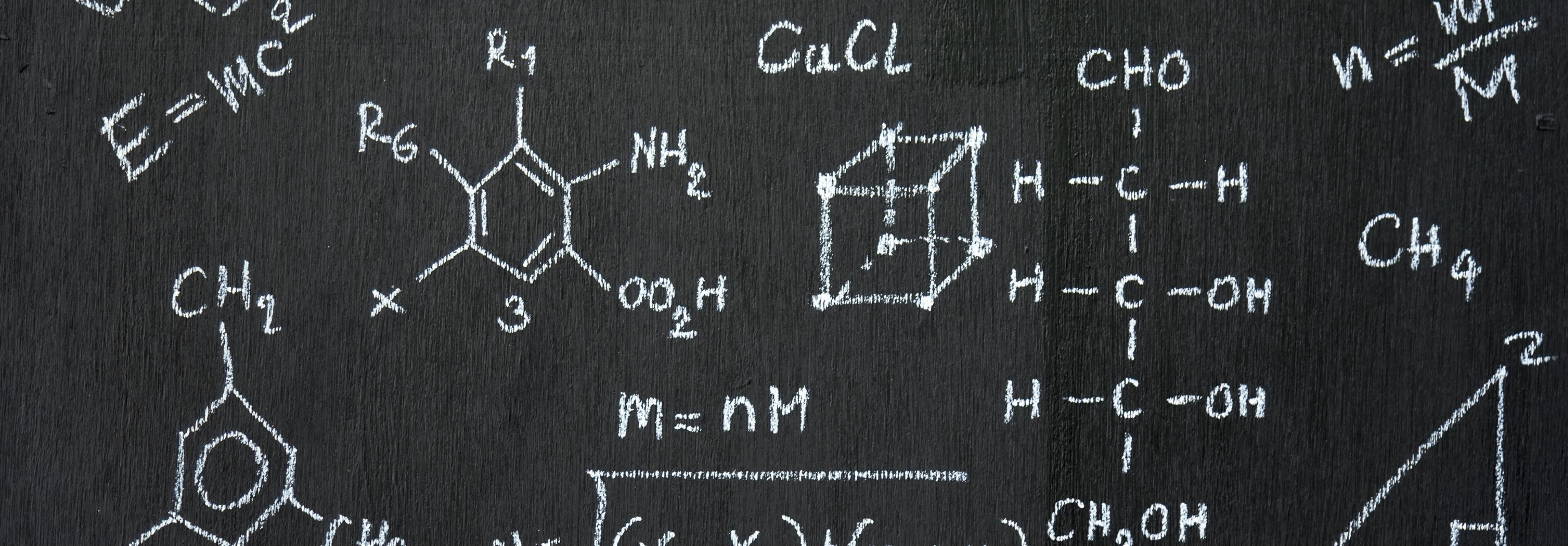


UNIVERSITY OF LEEDS



- My name is Harriet Cannon (she/her)
- I manage the Disability Advisory Team at the University of Leeds
- I'm a Director of the National Association of Disability Practitioners
- I've been working with disabled students in HE for 25 years

- **Terminology as a barrier to access**
 - Definitions
 - Key terminology: school vs university
- **Disability support at University**
 - Sharing information
 - Accessing support: school vs university
 - A new environment
 - Support at university overview
 - Funding for support



Terminology as a barrier



What's in a name? SEND vs Disability

School term	University term
<ul style="list-style-type: none">•Special Educational Needs & Disabilities (SEND)•Special Needs•Special Educational Needs (SEN)•Additional Needs	<ul style="list-style-type: none">•Disability

Understanding and accepting the use of disability/disabled is a big – but very important – step for many school leavers.

What do we mean by 'disability'?

Broad **legal** definition (Equality Act 2010)

- Any physical, mental or sensory impairment which has a significant impact on daily life, and which is long term (i.e. lasts more than 12 months).
- For a student, daily activities includes: taking notes, writing, researching, reading text, moving between multiple locations.

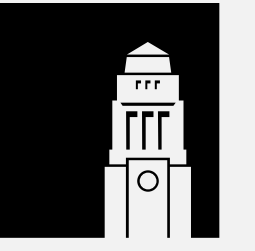


 
Disability
is not a
dirty word
 



Universities support students who...

- are D/deaf or hearing impaired
- are blind or visually impaired
- are physically disabled, and/or have mobility difficulties
- have a specific learning difficulty (e.g. dyslexia)
- have a neurodevelopmental condition (e.g. ADHD)
- have a neurological condition (e.g. epilepsy, MS, stammer)
- are autistic
- have a diagnosed mental health condition
- have a long-term medical condition (e.g. CFS/ME, diabetes, cancer)
- **have a combination of these**

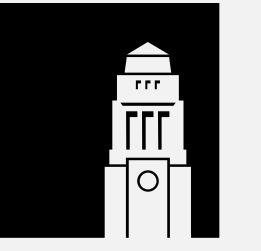


Which team provides support?

School term	University term
<ul style="list-style-type: none">•SEND Department•Additional Learning Support (ALS)•Learning Support Team	<ul style="list-style-type: none">•Disability Services•Disability Team•Student Support•Student Services•Wellbeing/Welfare Services•AccessAbility or Accessibility Team

Don't spend time looking for the University's SEND Department – it doesn't exist!

Which person provides support?



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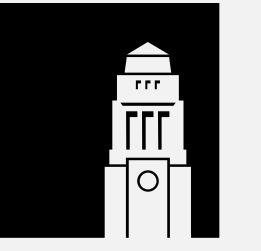
School term	University term
<ul style="list-style-type: none">•Special Educational Needs (& Disabilities) Coordinator (SENCo or SENDCo)•Learning Support Coordinator	<ul style="list-style-type: none">•Disability Advisor/Adviser•Disability Coordinator•Disability Officer•Wellbeing Advisor/Adviser•Inclusion Advisor/Adviser•Access Officer/Advisor

Don't spend time looking for the University's SENCo or SENDCo – they don't exist!



Disability support at University

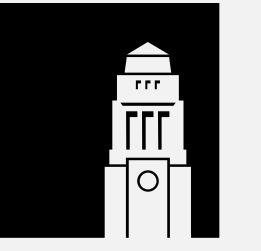
Sharing information



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- **No magical transfer of information!**
- Students **must** tell **each** University about:
 - Their disability
 - Their support requirements and exam adjustments
- **Nothing** will happen without action by the student.
- Opportunity to share information at application and annual registration. It's never too late!
- Universities cannot provide social or personal care
- Family members generally not involved

Accessing support: school vs uni



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- Diagnosis not always required
- Led by parents / teachers
- Costs met by school or Local Authority
- Support led by SENDCo
- Exam arrangements agreed via Form 8 process
- EHCP for some students

- Formal diagnosis *may* be required
- Led by student only (18+)
- Costs met by Student Finance and university
- Support led by team
- Exam arrangements agreed locally
- Most students assessed

A new environment



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- Universities are **much** bigger than schools
- Activities may be split across **multiple sites**
- Greater focus on **independent learning skills**
- Teaching staff will **vary frequently**
- More **anonymity** at university = more **responsibility**
- New environment may mean **new support requirements**
- Not all universities can/will provide the same support

University support and adjustments

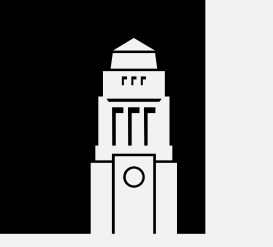


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- Exam arrangements
- Teaching and learning adjustments
- Built environment adjustments
- Orientation support
- Note taking support
- Personal Assistant support
- Accessible resources
- Assistive software site licences
- Accommodation



Funded support



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- Study Needs Assessment
- Specialist 1-1 support (e.g. Mentor, Study Skills Tutor)
- BSL interpretation
- Specialist equipment
- Specialist software
- Disability-related travel costs
- Consumables (e.g. printing)



Disabled Students' Allowances (DSA)

- Government grant for additional study-related costs
- Not a loan, not means-tested, nothing to pay back.
- Pays for:
 - Specialist equipment and software
 - One-to-one support from specialist support worker(s)
 - Travel allowance
 - Other costs (e.g. printing materials)
- Most UK undergraduates studying approved course for 1+ year are eligible, but **evidence of disability required.**



Evidencing disability

For Disabled Students' Allowances:

Disability	Evidence required
Disability or long-term health condition	A copy of a report or letter from your doctor or consultant
Mental health condition	A copy of a report or letter from your doctor or consultant
Specific learning difficulty such as dyslexia	A copy of a 'diagnostic assessment' from a practitioner psychologist or suitably qualified specialist teacher

For Universities:

It varies, but the bar is usually lower - send us what you have!

Note: evidence of working diagnoses *should* be accepted for both

Applying for DSA



UNIVERSITY OF LEEDS

15+ WEEKS

1

- Complete application form
- Supply appropriate evidence

2

- Eligibility assessed and confirmed
- Invitation to Study Needs Assessment

3

- Undertake Study Needs Assessment
- Await confirmation

4

- Receive final approval
- Contacted by equipment and support providers

Applications open in March or April each year



Alternative funding sources



- University responsibilities – many will match DSA
- University Financial Assistance Funds
- Charities (e.g. Snowdon Trust)
- Daily living support – talk to Local Authority



How can you help?

- Learn more about disability support and funding!
- Talk with students about disability and support at university
- Explain what disability means + reassure
- Assist with contacting Disability Services when applying
- Share diagnostic or other supporting information
- Give written confirmation of teaching adjustments and exam access arrangements
- Support Disabled Students' Allowance application from March

Messages for students

- It's ok to ask for help.
- Disability is not a dirty word.
- You are not alone!
- Access to support and adjustments is a legal right.
- Start the process early for the best outcome.
- You don't need to know what you need – we can help you work it out.





Summary

- Terminology creates an unnecessary barrier
- Understanding the terminology facilitates access
- University disability support is different to school support
- The university environment is different to school
- There is more funding and more support available to university students than at school
- Students must drive the necessary processes
- Students must apply for DSA as soon as possible (March)
- Universities are not telepathic! Students need to talk to us.

- [NADP School vs University: a glossary and explainer](#)
- [Disabled Students' Allowances](#) (eligibility and application)
- [Disability Rights UK](#) (student section)
- [Disabled Students University Guide](#)
- [Disabled At Uni help sheets](#)

ANY QUESTIONS?



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Sign up for the UCAS Fair Access Newsletter:

www.ucas.com/forms/widening-participation-webform



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LINKS TO UCAS RESOURCES

For students

[Individual needs pages](#)

[Disabled student pages](#)

[DSA pages](#)

[Mental health and wellbeing support pages](#)

[Money and student life pages](#)

[UCAS blog site](#)

[Virtual work experiences](#)

[Subject tasters](#)

[Fair Access Mission Cards](#)

For supporters

[Adviser toolkit – disabled students](#)

[Adviser toolkit – mental health conditions](#)

[All adviser toolkits](#)

[UCAS Step-by-Step Guide](#)

[Outreach Connection Service](#)

