



Inclusive Learning and Teaching: ILT for Disabled Learners

These leaflets were written by: Dr. Simon Ball, TechDis; Chris Barber, RSC Yorkshire and Humber; Louise Buckel, RSC South East; Sal Cooke, Ferl; Eddie Gulc, RSC Eastern; Judith Mole, Direct Learn Services Ltd.; Allan Sutherland, TechDis.

To receive this leaflet in alternative formats, contact <helpdesk@techdis.ac.uk>. An electronic version can be found at <<http://ferl.becta.org.uk/publications/techdisferl>>.



JISC

nh

Tech i

Copyright © 2003 Becta and JISC TechDis Service

<http://ferl.becta.org.uk>

<http://www.techdis.ac.uk>

<http://www.jisc.ac.uk>

Staff Awareness and Development

The Special Educational Needs and Disability Act 2001 (SENDA: Part 4 of the Disability Discrimination Act) and the code of practice for further education colleges refer specifically to the need for, and importance of, staff development in achieving the aims of this legislation.

If you are a disabled practitioner, the leaflet entitled **Disabled Staff and ILT** addresses some of the specific needs you might have.

Staff Development and SENDA

-
-
-

http://www.lsc.gov.uk/news_docs/DDA4_staff_development.pdf

-
-
-
-
-

aining?



What teaching staff need to know:

- Appropriate terminology,
- How to deal with disclosure and confidentiality issues,
- The institutional procedure to follow when they have a disabled student in their class,
- How to make simple adaptations to their teaching material to make them accessible,
- How to contact specialists and staff who can provide advice and more substantial adaptations (e.g. Braille transcription, BSL interpreter, assistive technology),
- Inclusive teaching techniques.

What technical support staff need to know:

- How to deal with disclosure and confidentiality issues,
- How to install and maintain assistive technology and software,
- How assistive technology will affect, and be affected by, network access,
- How the accessibility features in software packages work,
- How to assist teaching staff to make sure their learners can access teaching materials.

What is NOT essential for staff to know:

- Personal support (lifting, physical assistance, etc.),
- British Sign Language,
- Guiding skills for blind people,
- Braille and Braille production (although they should know where to go to source this).

(Unless, of course, they would like to learn these skills...)

'Our college has a very positive culture of encouraging staff development on all levels. All new staff are required to attend an induction, which always includes a session on study support and dyslexia awareness. Sometimes this is an opportunity for a staff member to acknowledge their dyslexia, or to ask how they can find out if they are dyslexic. We run Staff Development Days and during these days there is usually an opportunity to talk with the Study Support team about the issue of encouraging students to get help if they have problems. There are often sessions on assistive software so that lecturers have the time to try out the software for themselves. Ongoing in-house sessions, lasting for 1-2 hours, are available for staff to try using Blackboard, look at assistive software or look at ways of designing material to be used on a computer or as handouts. All staff are encouraged to apply for outside courses which are of interest to them' (Ellen Lessner, Abingdon and Witney College).

Where do you get training from?

Online staff development tools

Online disability training can be undertaken through DEMOS modules <<http://jarmin.com/demos/index.html>> and resources include:

- SENDA,
- Disability Awareness,
- Dyslexia,
- Admissions,
- Assessment,
- Dyslexic Students FAQ,
- Visual Impairment FAQ,
- Student Interviews.

Although this is primarily a HE resource, these modules are useful for FE staff as well and can be incorporated into staff development sessions or offered as stand alone, self-directed learning modules. They are freely available for use in the UK education community.

An introduction to disability awareness can be found at <<http://www.selfdirection.org>> (click on the 'Training Module' link button).

ICT and inclusion leaflets

Information sheets on using ICT with disabled learners are available from Becta at <<http://www.becta.org.uk/technology/infosheets/index.html#sn>>.

These leaflets explain the use of ICT with disabled learners by disability and are an excellent resource for practitioners and departments.

ICT Training for Severe and Complex Special Educational Needs

These online training units are aimed at schools, though they are useful for further education as well. They include training units on:

- Language and communication,
- Identifying individual needs,
- ICT resources for pupils with multiple disabilities,
- Including all pupils in class and group activities,
- Accessing technology,
- The development of switching skills,
- Basic ICT for pupils with a visual impairment.

They can be downloaded from <<http://www.inclusive.net/resources/units/units.shtml>>.

Other sources of support

JISC Regional Support Centres (RSCs) can assist with awareness raising and information on learning and teaching and disabled students. A list of RSCs is available from the JISC website at <http://www.jisc.ac.uk/index.cfm?name=about_rsc>.

Each Regional Support Centre (RSC) has appointed an Inclusive Learning Representative and through these people, RSCs are able to offer training and support in accessibility matters. For example, RSC Eastern ran a workshop in the spring of 2003 on Accessible Curricula involving speakers from TechDis and the Royal National College for the Blind. The programme and presentations from this workshop are available at <<http://www.rsc-eastern.ac.uk>>.

Similarly, the West Midlands RSC ran an event on VLE accessibility for visually impaired users which also provided information on SENDA.

If you need to buy in training from an external organisation, the following sources may be of use:

Abilitynet <<http://www.abilitynet.org.uk/content/home.htm>>

Abilitynet is a charity which offers training for staff and students on assistive technology, getting the best out of a computer and awareness training. This training is offered for a fee.

Cambridge University Disability Equality Trainers database
<<http://www.cam.ac.uk/cambuniv/disability/trainingdb/>>

This is a database of trainers throughout the UK. It is easily searched.

Other recommended resources:

Teachability

An audit tool to examine your courses for accessibility. The questionnaire can be used by lecturers, course planners and quality managers to identify barriers in teaching and learning for disabled students.

<<http://www.ispn.gcal.ac.uk/teachability/index.html>>

Skill's SENDA quiz

This quiz can be used to test your knowledge and that of colleagues and trainees. This quiz is based on the SENDA legislation. It can be downloaded from:

<http://www.skill.org.uk/dda_quiz/index.asp>.

Accessible Curricula, Good Practice for All (Doyle and Robson, 2002)

A guide to assist practitioners in further and higher education in designing and delivering barrier free course materials in response to the Special Educational Needs and Disability Act (2001). An on-line version is available at <<http://www.techdis.ac.uk/pdf/curricula.pdf>>.

TechDis will make staff development resources available from autumn 2003 on the following topics:

- Introduction to Web Accessibility,
- Computer-Based Assessment and Disability,
- Auditing Websites for Accessibility,
- Introduction to Assistive Technology,
- Dyslexia and Technology,
- Learning Difficulties and Multimedia,
- Virtual Learning Environments and Accessibility.

They will be available through <<http://www.techdis.ac.uk>>.