



**WARWICK**  
THE UNIVERSITY OF WARWICK

# **INTERACTIVE WORKSHOP: DEMYSTIFYING NEURODIVERSITY AND REASONABLE ADJUSTMENTS**



## Joining Instructions



**vevox**  
Audience Engagement



Join at [vevox.app](https://vevox.app)

Or search **Vevox** in the app store

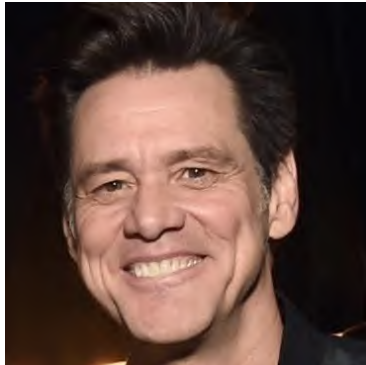
**ID: 191-701-578**

# Workshop Overview

- 1 Demystifying Neurodiversity
- 2 How students engage with the Disability Team
- 3 Why we give students reasonable adjustments
- 4 Any questions?



# What do all these people have in common?



## How many disabled student are there at Warwick?

- Students who have disclosed a disability: 3,336
  - Home/UK students who have declared a disability: 2,964
  - Students who have reasonable adjustments: 3,088
  - Applicants for 2023/24: 3,735
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- Faculty of Arts: 675 (19% of population)
  - Faculty of Science, Engineering & Medicine: 1,574 (11.7% of population)
  - Social Sciences: 1,087 (8.7% of population)

## Definition of a disability

A person has a disability, according to the Equality Act (2010) if –

- a) The person has a physical or mental impairment, and
- b) The impairment has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities.

## The Social Model of Disability

- The social model of disability says that disability is caused by the way society is organised, rather than by a person's disability or difference.



## The Social Model of Disability

- An individual is not prevented from reading a magazine because of blindness, but because of the absence of alternative formats.
- A person is not prevented from going to see a play because they are a wheelchair user rather it is the absence of accessible transport and access to venues that causes the disability and exclusion.
- A student with dyslexia is struggling to read and comprehend an article during a seminar. They are not prevented from reading and understanding the text because of their disability but rather because the article was not provided in advance of the seminar for pre-reading and the student was not able to use an alternative format e.g. read aloud software.





## Terminology and language

It's ok to ask a disabled person who they refer to their disability

### Preferred

- Wheelchair user
- Disabled person/person with a disability
- Non disabled person/person

### Instead of

- Wheelchair bound
- The disabled, handicapped, invalid, suffering from or afflicted by, is a victim of
- Able bodied or normal

## What is neurodiversity?

### Activity

- Open the envelope on your table
- Read through the different traits of neurodiverse conditions
- Try to identify the most relevant trait to the neurodiverse condition on your table
- **You have 5 minutes!**

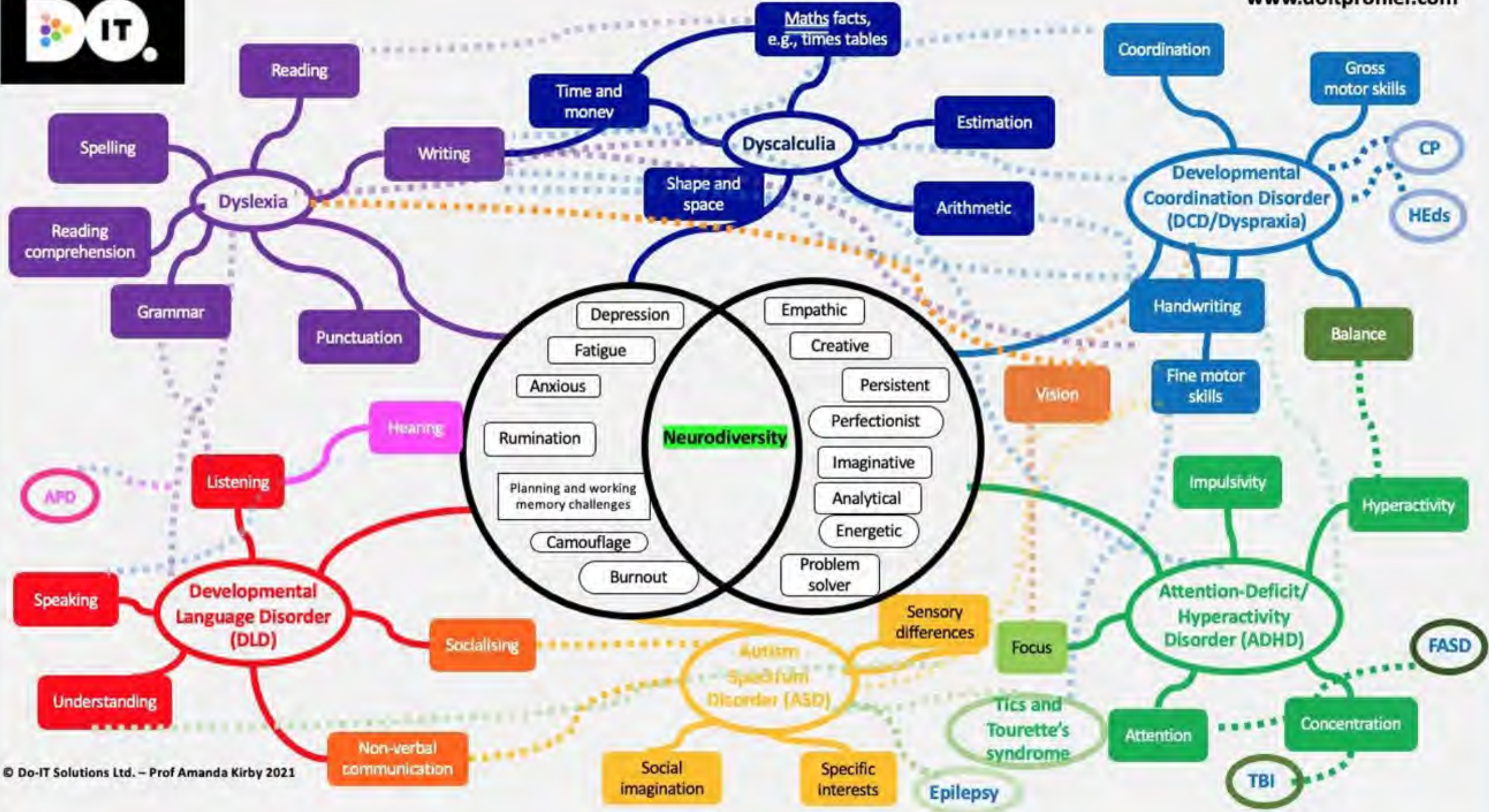


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MINUTE TIMER



**HOW HAVE YOU GOT ON?**



**Between 40-70% of children with  
ASC/Autism  
have ADHD**

**More than 20% of  
people with  
Dyslexia  
have DCD/Dyspraxia**



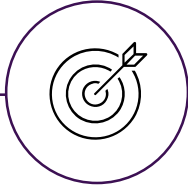


**More than 33% of  
people with ADHD  
have DCD/Dyspraxia  
as well.**

**More than 80% of  
people with  
ASC/Autism  
have DCD/Dyspraxia**

**Around 75% of children  
with  
ASC/Autism  
have DLD**

# How to do students engage with the Disability Team?

		
Applicants	Student who need evidence of a disability	
	Student who need evidence of a disability	Students with evidence of a disability
<ul style="list-style-type: none"> <li>• Disclosing disability at application</li> <li>• Contacting the Disability Team with queries</li> <li>• Enrol</li> <li>• Register with the Disability Team</li> </ul>	<ul style="list-style-type: none"> <li>• Send an enquiry through the Wellbeing Portal</li> <li>• Attend an appointment</li> <li>• Signposting to the appropriate professional for assessment</li> <li>• Having an assessment completed</li> <li>• Follow up with an adviser to put in place evidenced based reasonable adjustments</li> </ul>	<ul style="list-style-type: none"> <li>• Send an enquiry through the Wellbeing Portal with evidence</li> <li>• Attend an appointment with an adviser to put in place evidence based reasonable adjustments</li> </ul>

## Disabled Students Allowance

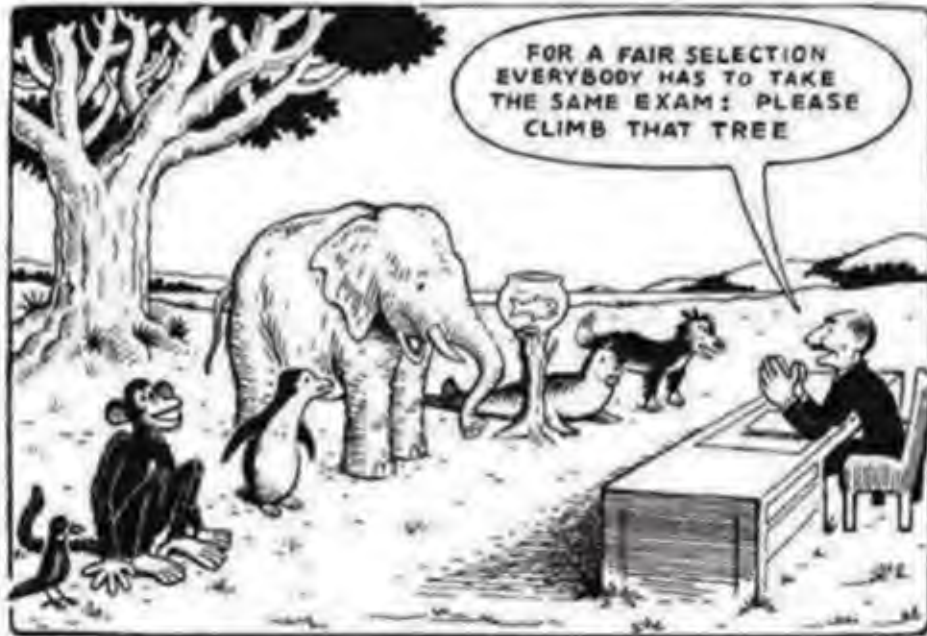
Home students eligible for Student Finance can apply and access the following:

- Specialist mentoring
- Study skills
- Assistive technology
- Paper and ink allowance
- Laptop and printer
- Taxi allowance





# Why do we give students reasonable adjustments?



Our Education System



Equality

Equity

# Types of reasonable adjustments



## Exam adjustments

- Extra time
- Rest breaks
- Smaller or sole venue
- Bringing items into the exam room
- Use of a computer
- Adjustments to the room environment
- Reader
- Scribe



## Academic adjustments

- Recording lectures
- Marking stickers
- Flexible deadlines
- Support with presentations and group work
- Notes in advance
- Flexibility with attendance
- Seminar contributions
- Additional time with tutors



## Accommodation adjustments

- Ensuite
- Smaller kitchen group
- Level access room
- Bathroom adaptations
- Quiet area
- Fridge for medication
- Rooms for carers
- Radio alarm

## What academic adjustments would you give to this student?

### Student Profile:

- 2<sup>nd</sup> Year Classics UG Student
- Recent AD(H)D diagnosis via NHS Pathway
- Provided evidence from a psychiatrist
- Their main areas of difficulty include: maintaining attention, concentration, managing multiple demands at one time, distractibility, high levels of anxiety, sleep disturbances

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## What adjustments would you give to this student?

### Student profile:

- 2<sup>nd</sup> Year Classics UG Student
- Recent AD(H)D diagnosis via NHS Pathway
- Provided evidence from a psychiatrist
- Their main areas of difficulty include: maintaining attention, concentration, managing multiple demands at one time, distractibility, high levels of anxiety, sleep disturbances

### Reasonable adjustments

- 25% extra time
- Smaller venue
- Handouts before lectures
- Recorded lectures
- Flexibility with deadlines
- Marking sticker
- Support with presentations and group work
- Additional time with tutor
- Reading list guidance

## Positive approach to supporting students

### Simple things you can do now

- Providing handouts and any lecture notes before lectures
- After a meeting, send a summary email confirming what you've discussed
- Supportively check their understanding and explicitly offer an opportunity to ask questions
- Allow processing time when asking questions
- Students may need further clarification to completely understand what's expected
- Consider the sensory environment; lighting, sounds, smells
- Give reassurance that 1-2-1 meetings are available and state clearly how to book them, use a bookings page if possible
- Be mindful of the language you use when referring to disability and mental health
- Any changes to exam format, style, delivery or assessments, use Equality Impact Assessments
- Continue to be open minded, non-judgemental and curious

# Disability Team

[disability@warwick.ac.uk](mailto:disability@warwick.ac.uk)

## Head of the Disability Team

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## Useful resources

[Neurodiversity Toolkit](#)

[Information for Disabled Students](#)

[Useful Resources \(warwick.ac.uk\)](#)

[Help if you're a student with a learning difficulty,  
health problem or disability: Disabled Students'](#)

[Allowance – GOV.UK \(www.gov.uk\)](#)

[Equality Impact Assessments](#)

[British Dyslexia Association](#)

[ADHD Foundation](#)

[National Autistic Society](#)

[Dyspraxia Foundation](#)

[Women and Girls with Autism Spectrum Disorder –](#)

[Sarah Hendrickx](#)

[Models of disability – Deborah Marks](#)

[Neurodiversity Handout](#)

[Do-It Profiler](#)



**THANK YOU & ANY  
QUESTIONS?**