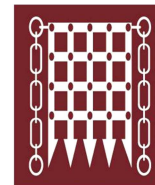


# Westminster Higher Education Forum Keynote Seminar: Disabled students - funding, inclusivity and access

Timing: Morning, Tuesday, 6<sup>th</sup> February 2018

Venue: Congress Centre, 28 Great Russell Street, London WC1B 3LS



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Draft agenda subject to change

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**  
**Lord Addington**
- 9.05 - 9.25 **Funding and inclusive provision for disabled students: key findings from HEFCE's review**  
**Cassie Agbehenu**, Higher Education Policy Adviser (Student Opportunity), HEFCE
- 9.25 - 9.50 **Disabled students' support in higher education - priorities for the Disabled Students' Sector Leadership Group**  
**Fiona Waye**, Senior Policy Lead, Inclusion, Equality and Diversity, Universities UK  
Questions and comments from the floor
- 9.50 - 10.45 **Implementing a social model of support: Disabled Students' Allowance reform, ensuring consistency between institutions and key issues for university staff**  
*In light of changes to the Disabled Students' Allowance (DSA) and increased dependence on individual higher education providers (HEPs) to take responsibility for their own disabled students' support, how can consistency in funding disabled students' provision across institutions be ensured? What have been the wider implications of reforms to the DSA, for instance in the funding of non-medical help such as mentoring, physical assistance and specialist IT equipment? What will be the challenges for HEPs in implementing HEFCE's recently published recommendations on inclusive models of support for disabled students, including appointing 'inclusive champions', informing schools and prospective students, upgrading digital resources, staff training, and reconfiguring evaluation and other systems - as well as putting in place cultural changes - and how can these best be tackled? With HEPs expected to take primary responsibility for most non-medical help in lower cost bands, how can conflicts of interest be avoided in assessing the individual needs of students? How can the pace set by some universities in transitioning to more inclusive models of support be matched by universities with high numbers of disabled students? What further options should be considered in the creation of more inclusive learning environments - beyond those suggested in Government guidance and HEFCE's recent review, including the regular updating of reading lists, facilitating the recording of teaching and the pre-selection of diverse learning groups?*  
**Dr Nasser Siabi**, Chief Executive, Microlink  
**Philip Connolly**, Policy and Development Manager, Disability Rights UK  
**Richard Stewart**, Policy Officer, NUS  
**Oliver Weiss**, Partner, Blake Morgan  
**Sandy Alden**, Team Leader, Disability and Specialist Learning, Newcastle University  
Questions and comments from the floor
- 10.45 - 10.50 **Chair's closing remarks**  
**Lord Addington**
- 10.50 - 11.20 Coffee
- 11.20 - 11.25 **Chair's opening remarks**  
**Dr Lisa Cameron MP**, Chair, All-Party Parliamentary Group for Disability
- 11.25 - 11.50 **Key issues for responding to disabled students' complaints**  
**Christine Child**, Adjudication Manager, Office of the Independent Adjudicator  
Questions and comments from the floor
- 11.50 - 12.00 **'Nobody knows inclusion like those who've been excluded'**  
**Molly Watt**, Accessibility & Usability Consultant
- 12.00 - 12.30 **Improving accessibility and ensuring effective campus design**  
**Mei-Yee Man Oram**, Accessible Environments Co-Lead, Arup  
**Patrick Clark**, Specialist Learning Support Service Manager, University of Worcester  
Questions and comments from the floor with **Molly Watt**, Accessibility & Usability Consultant
- 12.30 - 12.55 **Disabled students - priorities for policy**  
**Greg Boone**, Team Leader, Disabled Students' Allowance, Department for Education  
Questions and comments from the floor
- 12.55 - 13.00 **Chair's and Westminster Higher Education Forum closing remarks**  
**Dr Lisa Cameron MP**, Chair, All-Party Parliamentary Group for Disability  
**Sean Cudmore**, Deputy Editor, Westminster Higher Education Forum