Into Higher Education 2016
For anyone with learning, health or disability issues
Into Apprenticeships
The guide for disabled people

Doing an apprenticeship is a great way to earn a salary, get qualifications and develop your career. This guide is designed to help disabled people, parents and advisers answer the key questions about applying for apprenticeships in England.

The guide includes:
- The benefits of an apprenticeship, how to apply, find vacancies, and what support is available in the workplace
- Case studies where disabled students write about their own experiences
- A resources section listing helpful websites, publications and organisations

“We wrote Into Apprenticeships to deal with all the common questions we receive about how to find an apprenticeship and whether the training will be accessible. The stories written by disabled apprentices about their experiences are really inspiring and we hope this guide will help you make the right choices and get the support you need”

Tony Stevens, Careers guidance specialist and adviser

You can buy our publications online at www.disabilityrightsuk.org

Expert training and advice for colleges and universities

Disability Rights UK is a registered charity with expert trainers and advisers on disability issues. We have a unique perspective as we are led by disabled people and support people across the UK with every type of impairment.

Our services for education providers include:
- Disability Confidence and Equality Act training
- Benefits training for student advisers in FE or HE
- Disability advice line services for employees and HR professionals
- Membership packages including access to our range of helplines and free copies of our education publications

For more information please contact:
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# Into Higher Education 2016

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**INTO HIGHER EDUCATION 2016** 1
Preface

Into Higher Education is a guide for anyone with a health condition, learning difficulty or disability thinking about studying in higher education starting September 2016.

This guide aims to answer common questions such as whether colleges or universities will be accessible, how to choose a course and what support will be available. It also covers the student finance system and has up-to-date information on tuition fees, repayment methods and the support that will be in place for 2016 entry.

In the student stories, six people living with a health condition, learning difficulty or disability write about their own positive experiences, as well as any challenges they have faced, providing a valuable insight into what it’s like studying in higher education. As well as taking advantage of the support on offer, the students talk about the importance of their own creativity, perseverance and motivation.

The guide also contains a useful resources section listing further websites, publications and organisations (education, health and disability-related) which you may find helpful.

Acknowledgements
Thank you to everyone who assisted with this publication, the students who shared their stories and people who helped find them.

Thanks also to Charlotte D, Shona Heath, Toby Ott, Cheryl Peart, Jake Potts, Carissa Rickeard and Fred Suter for permission to feature their photographs.

We hope this guide will help you make the right decisions about going into higher education. It can be a highly rewarding and enjoyable experience, if challenging at times, and a valuable investment in your future employability.

For free information and advice for anyone living with a health condition, learning difficulty or disability, visit the Disability Rights UK website. The How we can help area of our website contains information about education, skills and employment: www.disabilityrightsuk.org
Introduction

Higher education is a fantastic opportunity to study a subject you enjoy, taking your education to a higher level such as a Bachelor’s degree, Foundation degree or diploma.

Many people look back on their student days as among the best years of their lives; a time spent making new friends, joining clubs and societies and sharing ideas with people from different backgrounds.

There will be plenty of entertainment – bars, clubs, theatre performances and concerts – as well as the opportunity to use modern IT and laboratory facilities, sports centres, libraries and other resources.

It’s important to think about the value of these experiences when weighing up tuition fee costs and student loans.

By going into higher education you’re also making a calculated investment in your employability. The number of graduates hired by organisations in the Times Top 100 Graduate Employers rose by 7.9% in 2014. More recent research indicates that the UK’s leading employers are expecting to hire 8.1% more graduates in 2015, which would be the third year running that graduate vacancies have increased.

On average a graduate earns almost 50% more over their working lifetime than a non-graduate. For disabled people especially, having a higher education qualification means a much lower risk of unemployment. Despite progress in society, disabled people with lower qualifications are under-represented in the workplace. However research from the Association of Graduate Careers Advisory Services (AGCAS) shows that disabled people have radically improved job prospects if they continue with their education. At graduate level, disabled people achieve very similar levels of job success to non-disabled people.

Lots of other employers simply look for degree level qualifications. For them it’s not necessarily the in-depth knowledge of your subject that makes you more employable. Instead they value the transferable skills you develop in higher education such as communication, presentation, problem-solving and teamwork. And for disabled people without much work experience; course placements, internships and university links with business and industry can all help the transition into employment.

Studying at university or college is different from being at school. Tutors can give you advice and guidance, but you will have less contact with them than with teachers at school. In higher education it will be up to you to organise your workload and decide how much effort to make. However this doesn’t mean you can’t get help with your studies.
Under the Children and Families Act in England, local authorities should support all young people with special educational needs (SEN) or a disability to prepare for adulthood. Discussions should focus on what you want to achieve and the best way to support you.

For young people with Education Health and Care (EHC) Plans, local authorities must ensure that the review at Year 9 and every review afterwards, includes a discussion about your future. This should cover your education and employment plans, housing needs, social and health care, including at university.

Local authorities should plan a smooth transition to higher education before your EHC Plan and support stops. When your course place has been confirmed, the local authority should ask your permission to pass a copy of your EHC Plan to the college or university at the earliest opportunity.

Each authority must also produce a Local Offer. This is a document showing all the local services available to children and young people with SEN or a disability. It should include information on the support colleges and universities can provide and how to apply for Disabled Students’ Allowances. You should be able to tell the local authority whether the Local Offer meets your needs.

Greater independence, including for some students leaving home and learning to live by themselves, can be a key part of the experience. The great advantage of higher education is that it provides a safe and supportive environment for this to happen.

Thinking about what you want to get out of higher education will make it easier to decide if you want to go and where you want to study. Talking to a careers adviser at this stage could be very helpful.

Schools must give you an outside perspective, for example through providing an external careers adviser, organising college and employer visits or using websites and helplines. Colleges can also provide careers advice and guidance.

The National Careers Service provides careers advice through text, webchat, email and a telephone helpline to everyone aged 13 and over. If you’re aged 19 or over (or 18 and receiving an out-of-work benefit) you can also get face-to-face advice. The website includes a section for young people with advice on going to college or university or alternatives such as apprenticeships and traineeships.

Careers advice is also available from Skills Development Scotland and Careers Wales.
Fees and funding

You probably already know, since 2012, students who start a higher education course are charged more for tuition fees. However there is plenty of support available to lessen the cost and you don’t need to pay for the course up front.

On the other hand you need to accept that your student loan is something you’ll be gradually paying towards for a long time, probably the majority of your working life.

**Loans for tuition fees**

You can apply for a loan to cover tuition fees. The loan is paid directly to the institution on your behalf. In most cases this loan will cover the total costs of your fees. This means that you don’t have to find the money before you start the course or while you are studying.

**Loans for living costs**

You can also apply for a loan for help with living costs if you’re a full-time student. The Maintenance Grant and the Special Support Grant have now been replaced by increased Maintenance Loans. The amount you can borrow varies according to your household income, where you live or study, and your age.

New students, aged under 60 years of age at the start of the course, not living with their parents can get a maximum loan of £10,702 if studying in London and £8,200 if studying outside London. For students living at home with their parents the maximum loan available is £6,904.

**ENGLAND**

Publicly funded institutions in England are allowed to charge up to £9,000 per year for full-time undergraduate courses where the Office for Fair Access (OFFA) has approved an access plan. The average tuition fee for new students in 2016/17 will be £8,781.

Part of the reason for the increase was to make up for government cuts to institutions’ teaching budgets; universities and colleges themselves don’t necessarily end up with more money than before. There has also been a change of funding policy with much of the cost of university courses switching from the taxpayer to the student.

The policy changes have been controversial and not something that Disability Rights UK or other student organisations necessarily agree with. However it’s important not to scare yourself off the idea of going to university with the thought that you “can’t afford to go”.

There are support measures in place which can lessen the cost. In any case you don’t need to pay cash up front. Even more importantly, you only start paying back your loan when your salary reaches a certain level. Many students will never reach the point of having to pay back the full amount.

**For more information**

As well as our own information in this section, we recommend the Student Loan Company (SLC) guides for 2016 entry. SLC materials for 2016 are at: www.gov.uk/student-finance
Loans for living costs if you are aged 60 years or over
If you are aged 60 years or over at the start of the course you can get a maximum loan of £3,469.

Loans for living costs if you are entitled to certain benefits
You can receive more support with living costs than other students if you qualify for certain benefits such as Disability Living Allowance or Personal Independence Payment. The loan has a maintenance element and a special support element. The special support element will be ignored as income for means-tested benefits. New students not living with their parents can get a maximum loan of £11,671 if studying in London and £9,347 if studying outside London. For students living at home with their parents the maximum loan available is £8,144.

Repayments
You start repaying your loan in the April following graduation and/or when you’re earning over £21,000 per year. Above this level you pay 9% of your income. For example, if your salary is £25,000, you will pay 9% of £4,000 (£30 per month) taken through the income tax system.

Under the new system, graduates will have more income left after tax and loan repayments. This will make saving for a deposit and repaying a mortgage easier in the years immediately after graduation.

The downside is that it will take you longer to pay off your loan than previous generations of students. This is compounded by ‘above-inflation’ interest rates which gradually increase when you earn over £21,000.

Some other things to bear in mind:
• You’ll repay the same each month whether you choose a course that costs £6,000 or £9,000.
• If you never earn more than £21,000 you’ll never have to repay anything.
• If you start repaying but lose your job or take a pay cut, your repayments will go down.
• After 30 years any remaining debt will be wiped clear.

Access agreements – financial support from institutions
Publicly funded universities and colleges which are charging more than £6,000 have to put in place measures to recruit students from poorer backgrounds – and also support them when they are studying. These measures have been agreed with an independent body called the Office for Fair Access (OFFA). Each university offers its own scheme, but they generally include means-tested bursaries and scholarships as well as spending money on increasing access and outreach work.

Outreach work includes summer schools, mentoring programmes, after-school tuition, links with schools and colleges in disadvantaged areas and activities to improve retention and success. Check if there are any activities in your area.
WALES
Universities and colleges in Wales can charge up to £9,000 per year for their courses. However, if you’re from Wales you can get a tuition fee loan of up to £3,810 to cover the initial cost and a grant to cover the rest of the fees. The grant doesn’t have to be re-paid.

Full-time students from lower-income households may also be eligible for an Assembly Learning Grant of up to £5,161.

Living cost loans of up to £5,376 are available if you live away from home. The maximum available amount reduces to £4,162 if you live with your parents or increases to £7,532 if you study in London (rates above are for 2015/16).

SCOTLAND
If you live in Scotland, as long as you meet the residency conditions, you will not be charged tuition fees on your first degree course. However, Scottish universities can charge up to £9,000 per year to students from elsewhere in the UK.

Most full-time students can apply for student loans to cover living costs. There are also various grants, bursaries and extra help to meet your costs as a student. For more information, contact Lead Scotland.

NORTHERN IRELAND
If you live in Northern Ireland the maximum tuition fee is £3,805. This fee doesn’t need to be paid up front. Universities in Northern Ireland can charge up to £9,000 per year to students from other parts of the UK. Students should check the UCAS website or contact the university or college directly.

All eligible students can apply for a loan towards their fees and students from lower-income households may be eligible for maintenance grants. Living cost loans are also available (rates above are for 2015/16).
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It’s different to other methods because it combines more one to one contact than you might expect with more flexibility than campus-based learning. It blends the best of technology and tutoring to let you decide how you want to study and we’ll support you every step of the way. The flexibility of OU study is important to many people as it needs to work around busy, changing lives.

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Contact us today
Call 0845 300 6090 and quote ref LATAAG
www.open.ac.uk/disability
Flexible study options

If you don’t want to study a three year full-time course there are a range of flexible options. Many courses, including foundation degrees, can be taken part-time. Modular courses allow students to work at their own pace, stopping for a while if necessary or switching to part-time. Distance learning is another option.

PART-TIME STUDY

There are lots of positive reasons to consider part-time study. It may enable you to balance other commitments such as continuing your career or supporting your family. Studying less hours per week might make the course easier to access. Many students simply prefer the flexibility that part-time study allows. According to the Higher Education Statistics Agency (HESA), part-time students made up 23% of all undergraduates in the 2013/14 academic year.

Part-time courses don’t usually make a difference to any benefits you receive such as Employment and Support Allowance (ESA), whereas full-time study usually affects your eligibility. For more information on welfare benefits see Section 11.

Loans for tuition fees

Publicly funded universities and colleges can charge up to £4,500 per year for part-time HE courses and some charge up to £6,750 where the Office for Fair Access (OFFA) has approved an access plan. Some universities and colleges offer money back through bursaries.

Part-time students don’t need to pay up front. If it’s your first higher education course and you’re studying at least 25% of the equivalent full time programme, you can apply for tuition fee loans on the same basis as full-time students. New part-time students starting a course in 2016 don’t have to start repaying their loans until April 2021, over four years after starting their course. Some part-time students will need to start repaying before they graduate but this would only happen if you’re earning over £21,000.

Part-time students aren’t eligible for living cost loans or grants but you can apply for Disabled Students’ Allowances (DSAs) towards extra disability-related study costs. See Section 9.

For more information

There is a useful repayments guide and video for part-time students on the Independent Taskforce on Student Finance Information website:

www.studentfinance2012.com/resources
After a major life threatening event in my life several years ago, I recently completed a really successful first year at Birkbeck. My degree involves part-time study by evening classes over four years.

In 2012, interested in the possibility of studying at university, I started searching online and made contact with the National Careers Service. I spoke with them regarding the different study options available. Having sustained a severe brain injury in 2007 and having spent two and half years, firstly in hospital followed then by a rehabilitation centre, I still have cognitive and physical difficulties. I was aware that I would require support to complete a degree.

My next step was to attend a university fair. I spoke with representatives of several universities based in London. I identified that Birkbeck offered both a course that I was interested in, and a format of study that worked for me.

I made an application to Student Finance England to organise a study needs assessment at a university in London. After a detailed meeting with an assessor, I received a report outlining the range of equipment and study support I would receive. This was paid for out of Disabled Students’ Allowances.

My computer, software and other equipment was installed by an instructor who came to my home to show me how to use it effectively. I attended a meeting with a study skills tutor, whom I met with weekly, either on campus or via Skype from home. During these sessions we talked over suitable techniques to help negotiate my study difficulties.

I find the lengthy readings relevant to the course particularly hard. This was one of the reasons for me deciding to study part-time.

I have found the density of readings slightly more manageable than those required in full-time study. Additionally I have a note taker to help capture the information that I find difficult to keep up with during the 50 minute sessions. I have been able to request extra time for exams if required.

Looking back at my first year of study at university, I am very happy to have had the opportunity to absorb all that I have learnt. Interacting with my classmates throughout the year has been very enjoyable. Generally I found the application process much less complex than I had expected, and overall dealing with disability support workers has been a pleasure.

It’s been a year of achievement, pleasure and growth for me and a springboard for the many exciting opportunities and challenges that I am ready to meet in the future.
DISTANCE LEARNING
Open and distance learning courses allow a more flexible approach to studying. You study at your own pace. Most of the work is done from home, though you might occasionally go to an open learning centre or a residential seminar. Courses usually involve a range of media including the internet and TV.

The Open University (OU) is the largest open learning institution in the UK. It had over 20,000 disabled students studying with them in 2013/14 and offers more than 250 undergraduate and postgraduate courses and professional qualifications. For a typical OU student, studying half of the full-time equivalent, the fees were £2,700 per year in 2015/16 academic year.

The OU offers a low-cost entry route called Access to Success to students. Only those without a previous higher education qualification are eligible and your annual household income must be less than £25,000.

A number of other colleges and universities also offer distance learning options.

FOUNDATION DEGREES
Foundation degrees are employment-focused higher education qualifications. They aim to equip students with the skills, knowledge and understanding needed in the workplace.

Foundation degrees are designed and developed in partnership with employers and are taught by further education colleges and higher education institutions. You can study full-time, part-time, by distance learning or via the internet. They are a qualification in their own right although you can progress to an honours degree or other professional qualification afterwards.
Hannah-Rebecca Joy Guscoth
BA (Hons) History of Art and Architecture.
University of Reading

I chose my course because it was something different and allowed me to learn a new subject. I live with Hereditary Multiple Exostoses, which is a medical condition affecting bone development.

I had a challenging time at university because I happened to fall quite ill whilst at university. The disability department were brilliant. They were really helpful, gave me practical advice, lots of time and kept my lecturers informed about my health and effects on my study.

I used a laptop, Dictaphone, speech software, ergonomic equipment and I had note takers and library support. All of this help made it possible for me to study and really engage with my degree. I had an amanuensis in my exams, and a special room to conduct my exams. It took a lot of pressure off and meant I could take fewer painkillers during exams and think clearly when it counted. My disability support was funded by Disabled Students’ Allowances, and it changed my degree!

In my second year my art history department had a compulsory study trip that would have been incredibly difficult for me to attend.

With the help of the disability department, we were able to get them to rewrite the module. This allowed me to continue the work and get the grades, but not struggle with the challenges of travel abroad. It was very rewarding because it felt like the department cared.

One of the worst experiences I had was having a member of staff ask me in my third year why I was using crutches. They should have worked it out by now! Instead of challenging them, I left it alone. I learnt not to assume everyone would know what support I needed, because three years into uni one staff member didn’t even know I was disabled!

The most useful advice I was given came from my disability advisor – to accept help. I spent a lot of time saying that I wouldn’t have this or that because I wanted to be like everyone else. However she helped me realise that if I didn’t take support, I wouldn’t be like everyone else – I’d be worse off. She taught me that having different needs isn’t a negative, and missing support only hurts me.

“The most useful advice came from my disability advisor – to accept help. She helped me realise that if I didn’t take support, I wouldn’t be like everyone else – I’d be worse off...”

This is advice I’d pass onto everyone else. Extenuating circumstances, extra support, extra time or whatever; it’s really important to fight for it and take it if you’re entitled. Not doing so just means you’re not giving yourself the credit you deserve, or the chance to do your best.
Choosing where to study

There are over 160 higher education institutions in the UK and a growing number of further education colleges which run higher education courses. These come in all shapes and sizes with many thousands of course combinations.

The best way to narrow down the field is to start by choosing a subject and type of course. Research into why some students leave university early has found that choosing the wrong course was an important factor. It’s essential to research and choose carefully.

There are a number of good books and websites with information on choosing a course. You can find a selection of these in the Resources section at the back of this publication. You can search for courses on the Universities and Colleges Admissions Service (UCAS) website. UCAS also produces an annual directory with information on universities and colleges and the courses they offer.

You may want to discuss your options with a careers adviser. If you’re still at school or college, you could also talk to your teachers or tutors. Current and past students, family and friends can all be useful sources of advice.

The following are things all students need to think about and some are specific to people living with a health condition or disability.

ENJOYING YOUR STUDY
Having a subject you enjoy is an important part of a successful experience of Higher Education. Vocational subjects and business courses are currently popular. Many subjects will be new to you and the combinations are worth investigating. For example, did you know you could take a course in Psychology with Sports Studies, or Astrophysics with Music? If you enjoy performing arts such as music, dance or drama, studying at a conservatoire could be the answer for you.

Concentrate first on what you want to study. Most subjects can be made accessible with the appropriate support.

Don’t be put off by people assuming you can’t do something because of your impairment, disability or health condition.

- Visually impaired students take graphic design courses
- Deaf people study music
- People with dyslexia train to be teachers

HOW YOU WILL STUDY
Some subjects involve more practical work, such as Veterinary Science. Others are more theoretical, for example, Philosophy. One French course may focus on literature and history and another on language and spoken French. The course you choose will determine whether you study more on your own or have more lectures and workshops to attend.

You might be assessed continuously throughout the course, have final examinations at the end of each module or year, submit a dissertation or have an oral examination.
Under the Equality Act, institutions must make reasonable adjustments to their assessment processes so that disabled students aren’t disadvantaged. Adjustments might include alternative methods of assessment, flexibility with deadlines, or providing special equipment and other support. These arrangements are usually made through the disability adviser liaising with academic staff.

Some courses include work placements ranging from two weeks’ experience to a full year in industry. If you have significant support needs you may need to plan how these will be met during placements. It might be helpful to discuss this with the programme leader and the institution’s disability adviser.

Your additional support needs should also be considered when you have your Disabled Students’ Allowances (DSAs) assessment. See Section 9 for more details. Any placement that is an integral part of a higher education course will be covered by the Equality Act. Placement providers must ensure that disabled students are not treated less favourably and that reasonable adjustments are put in place.

COST
With the funding changes since 2012, course costs and the available financial support are likely to influence your final decision. It’s worth remembering that you’ll repay the same each month regardless of whether tuition fees are £6,000 or £9,000. However, institutions which are charging more than £6,000 have to put in place measures to support students from poorer backgrounds.

From 2015 the government stopped restricting student numbers. This means universities can offer as many places as they wish. You may find some universities giving special financial incentives to students with higher A level grades.

FEE WAIVERS OR BURSARIES
A fee waiver is a reduction each year on your tuition fees. This means you need to borrow less student tuition loan. A bursary is some form of cash or gift in kind such as help with your accommodation.

If there is a choice and the amounts are the same, it may be best to choose a bursary. Bursaries provide cash to pay for daily bills which can reduce the immediate need for any other commercial bank loans or credit. Fee waivers are a less certain benefit because you may never even get close to needing to pay back the full amount of your loan. On the other hand, if the bursary is for living costs it will be treated as income for any means-tested benefits you receive.
ACADEMIC CONSIDERATIONS
When deciding where to study, there are a number of academic factors to think about. For example, what are the best universities and colleges for your subject? Are you likely to achieve the UCAS points or qualifications they usually ask for? Is your choice of institution likely to influence future employers?

Research since 2012 shows that new students are looking more closely at the perceived ‘return on investment’ such as their employment chances and earnings gained by studying a particular course.

For more information
Unistats is the official website for comparing universities and colleges. The data shows students’ entry qualifications, progression through the course, degree results, and the types of career and further study that students go on to. You can also use it to look up National Student Satisfaction results.

LOCATION
You may want or need to be near your family and travel to university or college daily. Living at home will usually work out cheaper, although your living costs loan amount will be less. If you’re a mature student you may have children, work and a mortgage to think about.

On the other hand, you might want to move to another part of the country. Some institutions have buildings on a campus which means that all the facilities are on-site – libraries, lecture theatres, cafes, supermarkets and bookshops. Some students prefer to study in a city where the institution’s buildings are often spread out. If you have mobility difficulties a campus university may be more accessible.

ACCOMMODATION
Find out the size and cost of the rooms. If you intend to live in university-provided accommodation, ask if there are any limits on how long you can stay. You may want to get a guarantee of accessible accommodation for your entire course. Find out what is available; halls of residence, flats or rented housing.

Check if there are features you might need, such as:
• accessible rooms
• lifts, making sure there are no ‘out of hours’ restrictions
• adapted kitchens and laundry facilities
• appropriate safety and evacuation procedures
• flashing light fire alarms if you have a hearing impairment
• additional rooms available if you have a personal assistant.

You may also wish to find out if all the accessible rooms are put in one block or are spread out across the halls of residence.
DISABILITY SUPPORT
Under the Equality Act, all universities and colleges have a duty to make reasonable adjustments to their services, so disabled students are not placed at a substantial disadvantage. All institutions also have a student support or disability office so you should be able to discuss how your individual needs will be met. Section 5 has more information on this.

You might want to go further and research individual university and college websites, Facebook profiles and other materials to gain a better understanding of their support for disabled people. For example, you could look at its Student Charter and whether it covers equality and diversity, health and welfare support and complaints procedures. You might want to read though the institution’s access agreement published on the Office for Fair Access (OFFA) website. You could even ask for information in relation to the Public Sector Equality Duty and ask the college or university what action it’s taking on equality, especially in relation to the delivery of services for students.

The very best way to find out what a university or college is like is to visit it before you apply. This is discussed in Section 6.
Disability support services

Universities and colleges provide a wide range of services for students that are separate from the teaching arrangements. These include money advice, accommodation, counselling, health and wellbeing centres, careers and employment advice and disabled student services.

In most larger institutions, disability support services are on campus, are open all day and can be walk-in or by appointment. In smaller colleges disability support may be covered by staff in administrative departments, for example the Registry.

Disabled student services staff are responsible for delivering the university’s commitment to equality. This means making sure the reasonable adjustments you need are in place.

Every year more people living with a health condition or disability consider higher education as an option and the processes to make sure they have an excellent learning experience are well understood and recognised by universities and colleges.

Many students go in and out of student services all the time so there’s no need to worry about any stigma attached to using disability services. You can get help any time during your course, including if you move on to postgraduate studies.

HELP AND SUPPORT AVAILABLE

Disability services can help and advise you on applying for Disabled Students’ Allowances (DSAs) (see Section 9) and will arrange for any recommendations to be carried out.

Not all adjustments require financial support through DSAs. For example, extra time to finish your assignment and tutors providing handouts in advance and in alternative formats can be arranged through the disability adviser.

Disability advisers are trained professionals and they have lots of experience working with students with all kinds of impairments. They may have information about types of support and ways of studying that you might not have thought of before.

Common examples of support for students living with a health condition or disability are:

- **Technology** – specialist software such as mind mapping and voice recognition software, training in how to use it and a computer with specialised accessories to match your needs;
- **Equipment** – an ergonomic chair, a fridge in your room to store medication and adjustments to doors;
- **Personal support** – a person to help you make notes or help in the library, someone to assist in the laboratory, specially trained staff to support you if you have a sensory impairment, for example a sign language interpreter or a mentor to support you adjusting to university life;
- **Study arrangements** – extra support for planning assignments, reading lists in advance and accessible study materials, extra time in exams or other assessments; support with field work or work experience arrangements.

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- **Personal support** – a person to help you make notes or help in the library, someone to assist in the laboratory, specially trained staff to support you if you have a sensory impairment, for example a sign language interpreter or a mentor to support you adjusting to university life;
- **Study arrangements** – extra support for planning assignments, reading lists in advance and accessible study materials, extra time in exams or other assessments; support with field work or work experience arrangements.

HELP AND SUPPORT AVAILABLE

Disability services can help and advise you on applying for Disabled Students’ Allowances (DSAs) (see Section 9) and will arrange for any recommendations to be carried out.

Not all adjustments require financial support through DSAs. For example, extra time to finish your assignment and tutors providing handouts in advance and in alternative formats can be arranged through the disability adviser.

Disability advisers are trained professionals and they have lots of experience working with students with all kinds of impairments. They may have information about types of support and ways of studying that you might not have thought of before.

Common examples of support for students living with a health condition or disability are:

- **Technology** – specialist software such as mind mapping and voice recognition software, training in how to use it and a computer with specialised accessories to match your needs;
- **Equipment** – an ergonomic chair, a fridge in your room to store medication and adjustments to doors;
- **Personal support** – a person to help you make notes or help in the library, someone to assist in the laboratory, specially trained staff to support you if you have a sensory impairment, for example a sign language interpreter or a mentor to support you adjusting to university life;
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I’m in my second year at university. I have cerebral palsy and use a wheelchair. After my A levels I took some time out due to health reasons and decided not to go into higher education straight away as I was worried about my care and support.

I need support to get up in the morning, get dressed and leave the house, cook and clean, and to go out socially. This is essential in order to both attend university and enjoy it!

The Disability Officer at Warwick told me about CSV (Community Service Volunteers, now Volunteering Matters) Student Choices. This is a way of getting personalised care and support at university through volunteers. CSV’s full time volunteers would live in university accommodation close to my own, and I would be able to co-ordinate their roles, hours of volunteering, and how they support me.

CSV volunteers do this for a variety of reasons, including because they want to take a year out of education themselves, develop their own life experiences, gain new skills, help someone else and think about what they want to gain from university in the future.

I’ve now got a team of three volunteers who support my personal care needs, including when I’m out and about socially. The number of volunteers allows for flexibility and ensures that, if anyone is ill or taking a break, I maintain consistent support from people I’ve got to know and feel comfortable with.

The main benefits of being supported by volunteers are that they’re close to my age. When they support me socially, it’s more like going out with a larger group of friends. They’re also very flexible: nothing at university is planned and it’s important to be able to be spontaneous, and I can do that with the volunteers – they give me the freedom to do things I want to do.

Without this support, going to University would not have been possible. I can also now see how I CAN live independently, I CAN do more than I thought – it is brilliant, I am so glad that I found out about it!

“Meeting my care and support needs at university was one of my biggest fears, but the volunteers have turned it into one of my biggest pleasures.”

More about Volunteering Matters
Volunteering Matters currently charge an annual retainer of £3,240. This gives you up to 35 hours per week support and this fee can be paid from your personal budget if you receive one.

To find out more about how you can get personalised care and support at university through Volunteering Matters Student Choices:
☎ 020 3780 5870
🌐 http://volunteeringmatters.org.uk
PLANNING AHEAD
If you contact disability services at the universities or colleges you’re interested in, they will send you information about how they organise things. It should be easy to find contact information on individual university websites. You can email questions to the disability advisor whilst you’re finalising your choices. On Open Days you can usually arrange to meet with a disability adviser if you contact them in advance.

WILL DISABILITY SERVICES KNOW ABOUT ME BEFORE I ARRIVE?
Disability services will be told if you’ve been open about your health condition, learning difficulty or disability in the UCAS application. Some universities contact you before you arrive, but at that stage they won’t know anything more about you. They will invite you to discuss any support you might need and may ask you to bring in medical evidence. If you’ve not been contacted you should think about making an appointment to see the Disability Adviser.

If you choose not to be open, they won’t know you’ve got a disability. This is discussed in Section 8.

On the Disabled Students’ Allowances application form, there’s a section which asks about your ‘Consent to share DSAs arrangements’. If you tick the box, disability services will be sent a copy of the letter confirming your eligibility for DSAs. They can then help with the DSA process or contact you to make sure you’re making progress with your application. If you agree, they will also be sent a copy of your DSA assessment report. This will help them to arrange everything as early as possible, for example booking a support worker to be in place at the beginning of your course.

Some universities and colleges combine their student services for disabled students with the access centre where DSA assessments are carried out. You can find more information about the process in Section 9.

Help with academic studies
After you start your course, you should always talk to tutors about your progress and any problems you’re having with the course.

Most student services can provide study support to help you manage your coursework or organise exam revision. However sometimes students experience study difficulties connected with their health condition or disability. If this happens to you, disability services are there to help. For example, you might find that the agreed teaching arrangements are being neglected or your support package is no longer appropriate and you want to change it.

Don’t go it alone
Student services and disability services can give you information on a wide range of topics. They are there to help and support all students to get the most out of their courses and to advise on any personal issues or worries that may arise.

You can also get information and advice from the National Union of Students or the relevant student body on campus: Union, Association or Guild.
Duncan Kennedy
BSc (Hons) Mathematics – University of Birmingham

I chose Birmingham because of how understanding their Asperger’s support staff seemed to be at various Open Days. I also wanted to be close to home so I could go back for an evening or weekend to help ease the transition from school to uni. For my first few weeks I went home every weekend, not because of major issues but because I was just generally tired with all the excitement and settling into a new routine.

In the August before I started, the university let me and Mum stay overnight in the accommodation block. This helped familiarise me with the flat, as well as cooking my own food. I was also allowed to move in the day before arrivals weekend. This was particularly useful because I could unpack my things, put them where I wanted and settle in, without being in a busy crowd of people doing the same. This in turn made it easier for me to socialise with my new flatmates.

In Freshers’ week there was a societies’ fair. I looked at the list on the Guild website beforehand and chose which ones to join. This was so I knew where to go in the noisy, busy marquee where the fair took place. I joined the ballroom dancing society and video games society. I enjoy them very much and have made a few friends through them.

In preparation for Freshers’ week, Mum and Dad told me how it’s an ideal time to make new friends, and the kind of questions to ask people – like “Which course are you doing?” or “Where are you from?” I played drinking games and went clubbing for the first time in my life. I wasn’t sure what I’d make of it, but I went along and enjoyed it, even though I was always the first to leave.

Over the year, I became friends with my flatmates. We often go to the cinema or student plays together. When I told them I had Asperger’s, the response was positive and they accepted me as I am.

I get funding through Disabled Students’ Allowances (DSAs) for a special pen and paper called a livescribe that can record lectures, a laptop to play back the recordings, notetaker support in lectures, a student mentor and weekly meetings with a mentor who has specialist Asperger’s training.

All of this has been instrumental to my success so far. Overall, my first year as a student has been a resounding success.

DSAs also cover the difference in cost between ensuite and non-ensuite accommodation, because I find things easier in my own private space. All of this has been instrumental to my success so far.

The student mentor played a key role in helping me settle in at the start of term. The equipment and notetakers have been very useful with revision, especially playing back excerpts from lectures about the topics I find hard. In exams I was given 25% extra time and a separate room, with other students who have similar arrangements.
Visiting universities and colleges

Visiting a university or college is the best way to find out what it’s really like and help you decide where to go.

Most will have Open Days when you can look around their facilities, meet course tutors and ask questions. You can find dates on their websites and Facebook profiles or visit www.opendays.com which is an online directory of college and university open days across the UK.

Another option is to go to higher education conventions where you can meet staff from several institutions all at once. These are arranged around the country by UCAS. The UCAS website has details of these events which are free to attend and take place from March to July in England, Wales and Northern Ireland, and August to October in Scotland.

If you have very specific needs, you should visit all the institutions you’re interested in. It’s better not to waste one of your UCAS choices by finding out an institution is unsuitable after you’ve applied.

Many universities and colleges welcome early, informal visits as they provide staff with an opportunity to discuss possible support arrangements with you.

Your visit is not a selection day for the university or college to decide whether it wants to offer you a place. It’s a chance for you to get as much information as possible, to help you decide whether you want to apply.

DISCUSSING ISSUES

Tutors can discuss different course options with you and how many assignments, lectures and seminars you’ll have. You can talk to them about how your individual needs can be met. Ask what kinds of adjustments the university or college will make so you can access the course. If you need flexible exam arrangements, talk about these as well.

The disability adviser can also help with disability-related questions. They may be able to arrange for you to speak to students on the course you’re interested in as well as other disabled students at the institution. You may also be able to meet accommodation staff and try out the facilities in halls.

The disability adviser should be able to tell you about the institution’s services for disabled students, including accommodation and support arrangements. If the institution agrees to adapt buildings or things on your course, ask them to put this in writing. Once your place is confirmed, check that work is underway and, if necessary, visit again to make sure the changes meet your needs.

MAKING CONTACT

Contact the admissions officer or the head of department for your course. They’ll be used to arranging visits and will usually welcome enquiries from students living with a health condition or disability.
Talk to students at the college
If possible, ask the disability office or NUS/Guild of Students to help arrange for you to talk to disabled students already at the institution. They can tell you from first-hand experience what they think about the support arrangements.

Students who are already on the course will be able to tell you about the level of work expected and any difficulties they’ve had.

ASSISTANCE DURING YOUR VISIT
Let the institution know in advance if you need assistance on the day of your visit.

The disability adviser should be able to arrange any support you need. This could include; a parking space, a map of wheelchair accessible routes, information in large print, a sign language interpreter or other communication aid, or accommodation for you and your personal assistant.

QUESTIONS TO ASK ON A VISIT

Physical accessibility
- What’s public transport like in the area?
- Are there clear signs around the town and the campus?
- What’s the lighting like?
- If the institution is campus-based, are all key facilities fully accessible?
- How far apart are the buildings?
- Are there car parking spaces?
- How do I get a parking permit?
- Is there a campus minibus?
- Are all the buildings fully accessible? For example, are there wheelchair ramps, accessible lifts, toilets and stair lifts?
- Is there a choice of accessible accommodation?
- Can I live on campus for longer than one year of my course?

Buildings you might use include:
- halls of residence, flats or rented accommodation
- kitchen and laundry facilities
- cafes and restaurants
- the students’ union and bars
- the library
- sports facilities
- lecture theatres
- various departmental rooms

Studying and exams
- How will my individual study and exam needs be met?
- What alternative methods of assessment will be available?
- How will my needs be communicated to lecturers or other staff?
- Will the support that I need be put in place quickly?
- With some impairments, such as chronic fatigue syndrome, you may need to ask if there is a room where you can rest. How has the university supported other students with a similar impairment?

Other support facilities
- Are there any schemes whereby you can enrol early to get used to the campus and make sure all your support is in place?
- Is there a university health service or do students register with local GPs?
- How accessible are other student services such as counselling?
- Can someone help apply for Disabled Students’ Allowances (DSAs)?
- What other support is available?

You may find it helpful to take a copy of this checklist of disability-related questions with you when you visit.
How to apply

Most applications for full-time undergraduate courses go through the Universities and Colleges Admissions Service (UCAS).

UCAS applications are made online using the UCAS Apply system. If you’re currently studying, you can apply to UCAS through your school or college. Your school or college will give you a ‘buzzword’ so you can link your application to them. A member of staff can then add a reference, check your application and send it to UCAS on your behalf. You can also make an application as an individual, getting your own reference and cutting and pasting this into your application. Either way, once you’ve registered, the Apply system is easy to use and you can access it wherever there is an internet connection.

If you can’t fill in the application yourself, ask someone to help type your answers. You can practice as much as you like, as changes can be made at any stage before you send your completed application. Your application will be automatically saved online and you can follow its progress using UCAS Track. After that you’ll be in control of communicating with your chosen universities. If you want a family member or support worker to give or receive information on your behalf, you can give them your personal 10-digit ID number.

You can choose to share some of your UCAS application details with your Student Finance company. See Section 2 for information on fees and funding.

The UCAS application allows you to choose up to five courses at different or the same institution(s). If you are applying for Medicine, Veterinary Medicine/Science or Dentistry you have four choices. In addition, you can make one further choice for a different degree subject.

UCAS charges £12 if you apply for one course at one institution. For two or more choices the cost is £23. It’s advisable to use all your choices in case you’re not accepted by your first choice.

The general deadline for applying through UCAS is 15 January 2016 although late applications will be considered if there are still vacancies on the course. If you’re applying for Medicine, Veterinary Medicine/Science or Dentistry, or to Oxford or Cambridge, the deadline is 15 October 2015. Some Art and Design courses have a later deadline of 24 March 2016.

Your school or college is likely to give you an earlier deadline as this allows them to add things, such as references, check personal statements and choices.

PERSONAL STATEMENT
Your personal statement is your chance to tell colleges and universities why they should want you as a student. Admissions officers will want to know why you’re interested in the courses you’ve applied for, why you’re suitable for studying it and what you hope to do after your studies. You should think carefully about the information you give and the best way to present it. Remember, you must be truthful and accurate in what you write.
The advantages of telling colleges and universities about your disability are discussed in Section 8.

MATURE STUDENTS
‘Mature student’ usually means a student who is over 21 when they start their course. Colleges and universities recognise that students who enter higher education later in life are usually highly motivated, bring valuable experience and contribute a lot to debates and seminars. Whatever your age, if you do not have the usual formal qualifications, institutions may look at other experience or qualifications gained through work or an Access to Higher Education Diploma. Check with the college or university you are interested in to see if your experience and qualifications are acceptable.

For more information
UCAS produces a Mature Students’ Guide with information and advice to those returning to study some time after leaving school. The Student Room website includes video case studies of mature students and areas to share experiences. www.thestudentroom.co.uk

HOW DO INSTITUTIONS SELECT STUDENTS?
Most students are selected and offered a place on the strength of their written applications. Colleges and universities will look at qualifications you already have, including any AS results. The offer of a place might also be conditional on future expected grades. Some offers are based on the UCAS tariff. Points may be achieved from different qualifications such as A levels/Scottish Highers, vocational A levels, BTEC National qualifications, 14-19 Diplomas, Advanced Apprenticeships and the Welsh Baccalaureate. Offers may be worded to ensure that applicants fulfil the minimum entry requirements for example, ‘180 UCAS tariff points from at least 2 A levels’.

You can write up to 4,000 characters of text or 47 lines (including blank lines). A good personal statement is particularly important if you don’t meet the usual academic requirements. You should think about all the experiences you’ve been involved in that have helped shape you into the person you are. This includes outside interests, such as hobbies, work experience, volunteering, clubs and societies or positions of responsibility. Admissions officers are looking for evidence of character and achievement and you may be able to give examples of determination and initiative related to your health condition or disability. You could also include any involvement in widening participation schemes such as summer schools or any qualifications or activities you have undertaken in personal development.

REFEREE STATEMENT
This is a supporting statement from a tutor or a teacher, providing a view on your academic and personal suitability for a course. If you don’t have a teacher or tutor who can provide a reference, ask another responsible person who knows you and your abilities, for example, a previous employer. References are not accepted from family members or friends. You might want to discuss with your referee whether or not you’re happy for them to mention your impairment.
In recent years many universities have moved towards offers based solely on grades rather than points. Conditional offers will be confirmed when your exam results are known. UCAS will send you each institution’s offer as soon as it’s made. You will also get a summary of all the responses early in May. If you get more than one offer you have to make a ‘firm acceptance’ for your first choice. You can keep a second offer as an ‘insurance’ offer.

**INTERVIEWS**
Whether you’re invited to an interview varies across different subjects, universities and colleges. Often you’re invited to an interview if you’re applying for a competitive, health or education related course or to a selective university such as Oxford or Cambridge.

If you are invited for an interview, here are some basic points to think about:
- Read the prospectus so you can talk about the course and the institution
- Research the latest in your subject area
- Read through a copy of your application form – interviewers may ask you questions about the information you provided
- Be on time
- Look presentable
- Be polite, honest and positive

To get to the institution or fully access the interview you may want to arrange for help from your parents or other people such as a personal assistant or an interpreter.

Talking about your impairment will enable tutors to ask questions about how best to make the course accessible. Staff may need to adapt their teaching materials or methods to suit you.

Be prepared to speak about potential problems and solutions. If you’ve managed well at school, you have good reason to say you will do well in higher education.

Say what support you expect from the institution to help you succeed.

Discussions about your health condition, learning difficulty or disability are not part of the admissions process. Your application should only be judged on your academic ability and experience. Ideally, you will have already discussed this with the disability adviser.

**FITNESS REGULATIONS**
On some courses such as medicine, nursing and teaching, you may have to meet ‘fitness to practise’ regulations set by professional bodies. These relate to health and safety requirements and the demands of that particular career.

The process involves a health questionnaire and occasionally an occupational health assessment. However no-one should assume that a disabled person can’t become a teacher or health professional. Under the Equality Act, colleges and universities have to consider all possible reasonable adjustments as part of the ‘fitness’ assessment. They also have to support you throughout the course, including during any work placements in schools, health centres or hospitals.
Clearing
If you don’t have a place by 30 June 2016, there will still be lots of options through the UCAS Clearing system. From July to September, higher education institutions will advertise their remaining course vacancies and you can then apply to them directly. Clearing vacancies are updated on the UCAS website regularly so if you don’t find the course you’re looking for straight away, try again later. As well as the UCAS website, official lists are also published in national newspapers. Around 9% of all university admissions in 2014 were through Clearing.

The only disadvantage is that, if you have complex support needs or require physical adaptations to buildings, it might be difficult to set up all your support before the start of the academic year. If you have an Education, Health and Care (EHC) Plan in England your local authority should maintain this through Clearing until you start university.

It’s helpful to do some contingency planning before results day. Prioritise possible courses and universities so you can check against the Clearing listings when they’re published. Check UCAS Track to see whether you’ve got a place. If you’re eligible an ‘Add Clearing Choice’ button will appear on your Track Choices screen.

Other alternatives
You can call the Exam Results Helpline on 0808 100 8000 if your results are higher or lower than expected and you want to explore the options available. Retaking exams may allow you to reapply next year. You might also want to think about alternative courses or career paths that don’t involve higher education. You can discuss these options with a careers adviser.

ADMISSIONS TESTS
Some institutions have admissions tests for their most popular subjects. These tests are designed to measure your ability to study at higher education level. You can find details of most admissions tests at www.ucas.com

The results will be considered alongside your UCAS points and performance at any interview. If you’re asked to sit an admissions test you may want to discuss your access needs with the institution’s disability adviser.

IF YOUR APPLICATION IS UNSUCCESSFUL
Universities and colleges don’t usually give detailed feedback. However they certainly can’t reject you because of your health condition or disability unless they can show that they can’t meet your specific needs. They can only make this decision after they have considered all possible reasonable adjustments.

If you think you may have been rejected because of your impairment, contact the institution and ask for the reasons for their decision. If you believe you’ve been discriminated against you have the right to make a complaint.

If the institution is unable to meet your needs, UCAS will allow you to substitute this choice for another one. If you receive rejections, try to remain positive. Other places and options are still open to you.

IF YOU DON’T HAVE ANY OFFERS
If you don’t take any of your offers, or if all your applications are rejected, you will be eligible for Extra. This scheme allows you to apply for other courses with vacancies. You can apply for one course at a time through Extra on the UCAS website at no extra charge. If you’re eligible for Extra, you can make amendments to your personal statement to better support your application. 7,620 students secured places at University having applied using Extra last year.
Being open about your disability

You might be unsure whether to be open with the university or college about your health condition, learning difficulty or disability or wondering about the best time to do this. It can be helpful to think about what you expect to happen. Colleges and universities sometimes describe the process of telling them about your impairment as ‘disclosing a disability’.

Some students are happy to be open about their impairment because they had support at school or college and they know they want similar support in higher education. The UCAS application is an early opportunity to do this. The personal details section gives you the option of choosing a disability category and describing any additional study support needs. You can also mention your impairment in your personal statement, particularly if you can present it in a way that shows evidence of character and achievement.

Universities and colleges should give you further opportunities to be open about your disability throughout the admissions and induction process and during your course, for example in the run-up to exams or before you start work placements. Whenever you choose to tell the university you should contact the disability adviser in student services.

If you have a visible impairment but feel unhappy about putting personal or medical details in your UCAS application, you could wait until you receive an offer and then contact the university or college Disability Service. If you have a less obvious impairment, you may wonder if it’s safer just to keep everything private.

Some people worry that the university or college might act in a discriminatory way and that admissions staff might deny them a place. Others don’t feel that their situation counts as having a disability, don’t see it as having any effect on their ability to study, or simply don’t like being labelled in this way.

There’s no clear-cut answer as to whether or when you should tell people about your disability. You need to use your own judgement about what’s best for you. However, this section has some information worth considering:

THE RESPONSIBILITIES OF HIGHER EDUCATION INSTITUTIONS

Universities and colleges have been covered by the Disability Discrimination Act since 2001 and the Equality Act since 2010. This means they have well developed systems and procedures for admitting disabled students and making sure they progress in their studies. It would be unlawful for them to refuse you a place or treat you less favourably because of your disability.
Studying in higher education is very different from studying at school. The university or college should provide you with a course handbook that outlines the study areas and assessments. This will give you a better idea of the demands of the course and help you decide whether to ask for support.

CONFIDENTIALITY
Information about your disability is protected by the Equality Act and the Data Protection Act. It is sensitive personal information and cannot be passed onto anybody else without your permission. Universities and colleges have policies outlining which members of staff will be told about your disability. With your agreement, this might include the disability adviser, your personal tutor, exams officer and individual lecturers.

STAYING IN CONTROL
If you decide when to tell people about your disability, you’ll have more control over the way it’s seen. Take advantage of any opportunities to describe your impairment in a positive way. Your experiences may have provided you with skills that are useful for the course or vocational area you’ve chosen.

INTERVIEWS AND ADMISSIONS TESTS
You may need additional support to attend an interview or sit an admissions test, such as a reader or adapted computer. Ask for this well in advance to give the university time to make arrangements. Some vocational courses, for example teacher training, require you to provide health information to complete registration for a professional body.

ADJUSTMENTS CAN BE PUT IN PLACE EARLIER
The earlier that you tell people about your impairment, the easier it will be for adjustments to be put in place in time for the start of your course. If you decide not to tell the university or college, you may end up facing a lot of challenges in the first year on your own.

YOUR ENTITLEMENT TO DISABLED STUDENTS’ ALLOWANCES (DSAs)
DSAs (see Section 9) are not welfare benefits. Don’t be put off telling people about your disability and claiming DSAs because you think it means you can’t manage your studies.

The definition of disability is very broad and can include specific learning difficulties such as dyslexia, medical conditions and mental health conditions, such as depression. You might feel that your needs are not as important as, for example, someone in a wheelchair. However impairments affect learning in different ways and the disability adviser will be able to help you decide. You don’t have to accept the word ‘disability’ as a label, but it can be used as a way to get support.

STUDENT ACHIEVEMENT
Research shows that disabled students who receive DSAs get better final grades than those who choose to go it alone, without asking for or accepting support.
Disabled Students’ Allowances

Although you may have some ideas about the support you’ll need, you might be wondering how it will be supplied and paid for. Disabled Students’ Allowances (DSAs) can cover extra study-related costs that students have because of their impairment. DSAs aren’t loans so you don’t have to repay them and the amount you can receive doesn’t depend on your income.

WHAT CAN DSAs PAY FOR?

There are four allowances for undergraduate students:

1. **Specialist equipment allowance** for computers, digital recorders and other equipment. It can also pay for training on how to use equipment and help setting it up. The maximum amount is £5,212, the same for full-time and part-time students, for the whole course. You’ll have to pay £200 towards the cost of a new computer if you need one to run any recommended assistive software;

2. **Non-medical helper’s allowance** towards electronic notetakers, communication support workers, sign language interpreters, specialist mentors, specialist one to one study skill support and other non-medical helpers. The maximum amount is £20,725 per year (pro-rata for part-time students up to a maximum of £15,543);

3. **General allowance** can be used to top up the specialist equipment and non-medical helper’s allowances. The maximum amount is £1,741 (pro-rata for part-time students up to a maximum of £1,305);

4. **Travel allowance** to cover extra travel costs you have because of your disability. You won’t get all your travel costs paid but, for example, if you need a taxi to get to the campus instead of using public transport, you will get the difference between the two fares. There is no maximum amount limit. In Scotland there is no DSA travel allowance but you may get a separate allowance towards transport costs from the Student Awards Agency for Scotland.

All full-time undergraduates are eligible for support as long as the course is a ‘designated course’ (most courses of higher education and many foundation degrees at publicly-funded universities are designated).

Part-time students are eligible for DSAs as long as they’re studying a designated course which is at least 25% of the full-time equivalent each year. Open and distance learners in the UK are entitled to support as long as the course meets eligibility conditions.

All postgraduate students are eligible on a full-time or part-time basis as above. However on most postgraduate courses there is a maximum overall allowance of £10,362.

International students are not eligible for DSAs.

APPLYING FOR DSAs

Once you’ve decided to apply for DSAs, there are several steps before you receive your equipment and support.

At certain points you’ll need to take an active role in the process. This will be explained to you in letters from your Student Finance company.
I have dyslexia and multiple medical conditions, including asthma and a condition called Allergic Broncho-Pulmonary Aspergillosis, all of which affect me daily.

Studying chemistry at university, away from home, is a scary thought in general. Trying to tackle my degree, social life and my disability was totally terrifying. However I needn’t have worried. All the support I needed was here. I knew that chemistry was going to be very demanding in terms of contact hours but I knew my passion for the subject was not going to be stopped by my disabilities.

The first thing I did was apply for Disabled Students’ Allowances (DSAs) which enabled me to have a reader and writer in exams, any extra books I needed and gave me specialist equipment which helps me do my work.

When I decided York was my first choice, Disability Services and the Chemistry department’s disability adviser contacted me. Disability Services were really helpful with sorting out the forms I needed to fill in. The Chemistry disability adviser has helped in many ways; printing my handouts on green paper, releasing them early and telling staff about my extra needs.

I feel comfortable explaining problems, knowing they will try their best to sort it out.

The department has been amazingly supportive and I’ve been given the help I need. For example; no one marks my spellings in my work, in exams I have a reader and writer and the demonstrators in labs are aware that I might need more help. Another main help is my supervisor, who I know well and is always ready to help me. All of this support is amazing but it does require effort. It won’t just come to you; you have to be honest and ask for it when you need it.

I can’t drink due to my medication. This worried me as I wondered how others were going to accept this. I really shouldn’t have worried about this because I found that everyone just accepted it. You don’t need alcohol to have a good time.

As I take longer to do all my work and get tired more, I knew joining multiple societies and attending regularly wasn’t going to work. I tried out a few at the beginning and chose Cassoc (Catholic Student Society). Here I made lifelong friends and I’m the press and publicity rep.

It’s not all plain sailing. I found it hard constantly explaining why I use green paper, wear green glasses and take medication during lectures. However, since finding my close friends it doesn’t matter – they just accept it and I no longer feel embarrassed.

"I have grown in confidence, not just in my subject but within myself. I have learned to deal with my disabilities knowing the support is there for me. A disability is no reason to hold back."
If you have an EHC Plan in England, this can also support the diagnosis and be used to indicate the areas where you need support.

If you have a specific learning difficulty such as dyslexia you will need to send your dyslexia diagnostic assessment – which tells you about your own learning profile. The assessment needs to have been carried out after your 16th birthday. If the diagnostic assessment was carried out in 2012 or after, the psychologist must be registered with the Health and Care Professions Council as a practitioner psychologist.

Student Finance will write or email you to confirm you’re eligible for DSAs. If you tick the ‘consent to share’ box, a copy will be sent to Disability Services at your first choice university or college.

Needs assessment
Student Finance will write to you about a needs assessment. Some students worry about what this involves, especially if they’ve had a previous assessment where their voice wasn’t listened. However, the needs assessment for DSAs is not like this. Its purpose is to make sure you have the best possible opportunity in higher education to show your abilities and achieve your goals.

The needs assessor will sit down with you, discuss your course and identify areas where you might benefit from support, for example, using computer technology or having someone help you take notes.

Assessors are experienced in the range of equipment and human support that’s available and will help you decide what’s best. They will then write a report and send it to Student Finance, and they’ll send you a copy as well if you wish.
Making an appointment
There are assessment centres across the country that offer specialist needs assessment services for students going into higher education. You will need to choose one and make an appointment to visit. Alternative arrangements can be made if you have an impairment which makes it very difficult to travel. Most students can find a centre that is either near home or their preferred university – it’s your choice where to go.

All assessment centres have to meet quality standards and the organisation that sets and checks these standards is called DSA-QAG (Disabled Students Allowance-Quality Assurance Group). Student Finance will direct you to the DSA-QAG website where you can find an up to date list of assessment centres and enter your postcode to find one near you.

You’ll need to phone or email the assessment centre for an appointment. If you don’t make an appointment and you don’t have a needs assessment, Student Finance can’t process your DSA application.

GETTING SUPPORT IN PLACE
Once Student Finance receive the assessor’s report, they will write to you to confirm your entitlement and advise you how to order any recommended equipment. They will also recommend that you contact the disability adviser at your first choice university to organise personal support such as one-to-one dyslexia support. You will get a copy of the report too.

These steps need to be completed to get your support in place for the beginning of your first term. If you leave it late, you may find it difficult to get a convenient appointment. You can ask Student Finance or your first choice university for advice at any time. They are aware that it may seem a bit daunting and are very experienced in helping students through the process.

CHANGES TO DSAs FROM 2016/17
There will be changes to some of the support that can be funded by DSAs in England from September 2016.

Colleges and universities are expected to provide more support as part of their duty to make ‘reasonable adjustments’ under the Equality Act 2010. They have direct responsibility for providing certain types of non-medical help (NMH), such as readers, scribes, proof readers, practical and library support assistants. DSAs are available for more specialist support including sighted guides, electronic note-takers, specialist mentors and communication support workers.

If you need specialist accommodation, for example with en-suite facilities, DSAs may be able to cover the extra costs. However if the accommodation is managed by your college or university or one of its agents, it will be their responsibility to fund this. Exceptions will be considered on a case by case basis.

DSAs for printers and scanners will only be available in exceptional cases, for example if there are barriers to you accessing the college or university’s printing facilities.

DSA funding will generally not be available to pay for standard computer peripherals such as speakers, headphones, USB drives or cables, keyboards, standard size monitors and mice unless they are part of a recommendation for a desktop computer. Exceptions will be considered on a case by case basis.

For more information
The Disability Rights UK student helpline can provide further information about DSAs and the relevant grievance procedures in case of any problems.
☎️ 0800 328 5050
📧 students@disabilityrightsuk.org
Personal care and assistance

Personal care is the practical help you need for your daily life. For example; support with cooking, using the toilet, washing, dressing and taking medicine. When you go to university or college, you may also need assistance with non-personal care tasks, such as cleaning, correspondence, shopping and transport, in order to remain independent.

Organising personal care when you go to university or college can be complicated. You should start making arrangements as early as possible. If time is tight, don’t worry. It’s still possible to get the right support but you’ll need to take some proactive steps. This includes letting your local authority know you’re planning to go to university or college and contacting disability services at the places you’re interested in.

FUNDING PERSONAL CARE

Disabled Students’ Allowances (Section 9) only cover education, not care costs. When you go to university your care package should be funded by the local authority where you’re ‘ordinarily resident.’ You can’t be ‘ordinarily resident’ in two areas. You’ll need to show which local authority area you have the strongest links to. For many students this is the area they come from. This might be because they plan to go home at holiday time, their friends and family live there, and they plan to return after graduating.

THE PROCESS

Under the Children and Families Act 2014, young disabled students with education, health and/or social care requirements can ask for an assessment of their needs. Local authorities in England must carry out an assessment and prepare an Education, Health and Care (EHC) Plan for those who need one.

If you have an EHC Plan you can request a personal budget. This will give you greater choice and control about how you buy your support whilst you’re studying.

If you’re not eligible for an EHC Plan, you may still be eligible for an assessment from your local authority Adult Social Care Department under the Care Act 2014. Young disabled people should already have a transition plan. This should identify the most appropriate support systems to meet your needs and aims.

You can ask adult services for a Child’s Needs Assessment (CNA) at any time before your 18th birthday if you’re likely to have care and support needs from age 18. This gives you an indication of the care available and your likely personal budget to help you plan ahead. Local authorities should also use these assessments to help them plan the support that they will provide while you’re in higher education.

If you’re considering personal care for the first time, you need to contact your local Adult Social Care Department. You can ask for an assessment of all your care and support needs, carried out by a social worker. The assessment of need is carried out in six main areas – personal and social care, health care, accommodation, finance, education, employment and leisure, transport and access.

If you’re eligible for support, you’ll be offered a personal budget. This can be managed in different ways. You can ask for:
- a direct payment (cash instead of services)
- your local authority to manage the budget
- a third party to manage the money.

You can have input into all of these. The most important thing is for you to have choice and control over the services you receive.
If you receive personal care and move permanently to the area you’re studying, the Care Act 2014 provides for ‘portability or continuity of care’. This usually lasts until the new local authority carries out a new needs assessment. There may be different criteria and procedures in the new area, including charging policies. You may choose to return home for holiday periods and maintain your ordinary residence status. Either way you’ll need to ask for a review of your services.

**ORGANISING YOUR SUPPORT**
If you require personal care you may need to think about what you need over a 24-hour period. For example during lectures, seminars, library periods, free time outside of learning and any night time support. Make sure to include any other weekly or monthly support you need. You also need to consider where you’ll be spending the vacation periods. You can keep a diary for a few weeks to keep a record of your daily needs and the difficulties you have carrying out personal tasks and daily activities.

Once you’ve established your local authority and how your personal care will be funded, you should be offered an ‘indicative budget’. You then need to write a support plan. You can do this yourself or with assistance – some local authorities offer independent support planners. Your plan will need to demonstrate how you’ll meet the outcomes you want and be signed off by the local authority.

You should be given a choice about managing your personal budget. If you choose a direct payment you’ll have more flexibility. You could become an Individual Employer and employ your own personal assistants. This comes with certain responsibilities, such as dealing with tax and national insurance, but lots of support is available. Alternatively, you could contract with a domiciliary care agency. Either way a local Disabled People’s Organisation will be able to help you decide what’s right for you.

Universities and colleges that provide personal care and domiciliary agencies providing personal care in a student’s home or temporary residence must be registered with the Care Quality Commission (CQC) – you can check the CQC website for up-to-date information on the quality of their services.

If you opt for a direct payment and choose to be an Individual Employer, the Skills for Care website has an excellent range of resources to help you recruit personal assistants. Additionally many areas across the country provide Personal Assistant Registers, listing people who are interested in personal care roles and available for work. Disability Rights UK also has an online Resource Directory: [www.disabilityrightsuk.org](http://www.disabilityrightsuk.org)

**Volunteering Matters (formerly CSV)**
Volunteering Matters is a national charity that recruits full-time volunteers to help disabled people live independently in the community. Student Choices is their service for disabled students who need help at university or college. The volunteers are often recent graduates or planning to go to university, so they have experience of or an interest in higher education. A staff member at the university acts as a supervisor for the volunteers. [http://volunteeringmatters.org.uk](http://volunteeringmatters.org.uk)

**OTHER THINGS TO THINK ABOUT**
It’s advisable to register as soon as possible with a local GP where you’re studying, particularly if you have any health related issues that need monitoring. They may have services which are suitable for your needs. Further information about registering with a GP is available at [www.nhs.uk](http://www.nhs.uk). The disability adviser at the university or college may be able to help co-ordinate support and refer you to local services that can help with personal care.
Other financial help

In addition to the main financial support described in Section 2, there are a number of other sources of help available.

ADULT DEPENDANTS’ GRANT
If you’re studying a full-time course and have a partner or another adult who depends on you financially, you may be entitled to an Adult Dependants’ Grant. In Scotland, you can only receive Dependants’ Grant for your partner if you’re married or have entered into a Civil Partnership with them. The grant is calculated by taking into account the income of your dependants as well as your own income. The maximum amount available is £2,757 per year. Contact your awarding authority for more information.

HARDSHIP/DISCRETIONARY FUNDS
There are similar schemes in each UK country but they may have different names. Each institution administers the funds, which are available to support students experiencing financial hardship. Priority is often given to part-time students, mature students, disabled students, final year students and care leavers. They can sometimes be used to pay towards the costs of diagnostic assessments for dyslexia. Contact student services at your university or college for details of how to apply.

DISABILITY AND WELFARE BENEFITS
Most full-time higher education students can’t claim welfare benefits. However, if you’re living with a health condition or disability, you may still be able to apply for the benefits listed here. It’s important to tell the Benefits Agency, Jobcentre Plus and other relevant agencies that you’re starting a course as this counts as a change of circumstances.

For individual advice it’s best to speak with a welfare rights specialist in the student money advice team at your university or college or try your local Citizens Advice Bureau.

CHILDUCARE GRANT
If you’re a full-time student from England or Wales and have dependent children in registered or approved childcare, you can apply for a Childcare Grant. The grant pays 85% of actual childcare costs up to a maximum of £155.24 per week for one child and £266.15 per week for two or more children. Contact your awarding authority for more information. In Scotland, you can also apply to your institution for help from the Higher Education Childcare Fund and, if you’re a lone parent, you can apply for an additional grant from the Student Award Agency for Scotland (SAAS).

PARENTS’ LEARNING ALLOWANCE
If you’re a full-time student with dependent children, you may be able to apply for help with course-related costs, such as books, materials and travel. The amount you can receive depends on your household income, including your wife or husband or civil partner. The maximum amount available is £1,573 per year.
Joe Weaver
BA (Hons) Applied Arts, University of Wolverhampton

My course involves lots of practical work based on three-dimensional forms and working with materials such as glass, ceramics and metals.

Over the last three years I have been supported by sign language interpreters, manual notetakers and English support tutors. The support I have received has been very helpful because it makes things easier for me to access my studies.

Normally the interpreters are with me in the lectures. I have a manual notetaker because I have to concentrate on the interpreter all the time to translate what the lecturer is saying. It is difficult for me to watch and write at the same time. The notetaker is very useful. They pick up all the important information and give it to me to take home and re-cap.

I also have English support tutorials. These are normally one hour every week and I can use sign language with the tutor which makes it easier for me to communicate with her. It is very useful for all the deaf students to have English support tutorials because they help to polish up grammar and correct mistakes in sentences.

“

It is important to let my lecturer know that I have an English support tutor because English is my second language. My first language is BSL.

Every week I bring my essays and dissertation to show my tutor and we discuss how it needs to improve and the best way to make it easier and clearer for my lecturer to read. It is important to let my lecturer know that I have an English support tutor because English is my second language. My first language is BSL.

At the University of Wolverhampton, they have a Student Enabling Centre which has three full-time interpreters and group of notetakers. Their responsibility is to book freelance interpreters from outside for my lectures. I receive Disabled Students’ Allowances to pay the cost of the interpreters, notetakers and English support tutorials.
Disability Living Allowance (DLA)
You can continue to get DLA as a student. Starting college or university does not usually result in DWP reassessing your entitlement. If your condition has changed in a way that means you qualify for a different rate, or your award is due to end, you may have to claim PIP instead. If you get DLA you can receive more support with living costs than other students.

DLA is gradually ending for people of working age. From October 2015 most people with a current DLA award will be contacted about Personal Independence Payment (PIP) and reassessed by the end of October 2017.

Personal Independence Payment (PIP)
PIP is for people who need help taking part in everyday life or who find it difficult to get around. PIP is replacing DLA for people between the ages of 16 and 64. Sometimes the activities you do as part of your course can suggest that your daily living or mobility needs have changed and you can be asked to undergo a reassessment. If you get PIP you can receive more support with living costs than other students.

For more information
Disability Rights UK has a publication called Personal Independence Payment – A guide to making a claim. You can download the guide for free:

www.disabilityrightsuk.org/personal-independence-payment-pip

Income-related Employment and Support Allowance (ESA)
As a full-time student you can only claim income-related ESA if you also receive DLA or PIP. You’ll be treated as having a limited capability for work without having to pass the work capability assessment. You may still have to complete an ESA50 form and attend a face to face assessment but this should be only to determine whether you meet the criteria for the work related activity group or the support group.

If you’re entitled to a maintenance loan (even if you don’t take it out) part of it will be considered as income and the amount of income-related ESA will be substantially reduced.

Housing Benefit
Normally you cannot claim housing benefit if you are a full-time student. However there are some exceptions that allow some students to claim. This includes students who receive any part of DLA or PIP, if you have had limited capability for work acknowledged for the last 28 weeks (although you do not have to be receiving ESA to qualify), if you’re registered blind, or receive Disabled Students’ Allowances because you’re deaf.

Housing Benefit can be paid towards the cost of living in halls provided by your university or college, as well as if you live in private rented accommodation. You may also be entitled to help towards the cost of an extra bedroom if you need an overnight carer. Contact your local authority for details.

If you’re entitled to a maintenance loan (even if you don’t take it out) part of it will be considered as income and may affect the rate of housing benefit paid.
SECTION 11: OTHER FINANCIAL HELP

Capability for work can only be decided after looking at individual circumstances. Many courses are very different from work.

For example there’s often more flexibility at college or university and you can get support and adjustments on the course. The daily tasks will probably be different, the hours may be less and there is usually less pressure.

**For more information**
Disability Rights UK produces a range of factsheets on studying and claiming benefits. You can find them on our website:

[www.disabilityrightsuk.org](http://www.disabilityrightsuk.org)

**CHARITABLE TRUSTS**
If you have costs which can’t be covered by funding from any other sources, you could try applying to a charitable trust such as the Snowdon Trust ([www.snowdontrust.org](http://www.snowdontrust.org)). Snowdon bursaries are made for one or two years and can be up to £2,500. Applications for funding can be made from 1 February to 31 August for the academic year starting in September. The panel also meets in October to consider late applications – funds permitting.

**For more information**
Disability Rights UK produces a free factsheet called *Funding from charitable trusts*. You can find it on our website:

[www.disabilityrightsuk.org](http://www.disabilityrightsuk.org)

**PART-TIME WORK**
Many students work part-time to supplement their incomes. Students work in lots of places, including the students’ union, local restaurants, shops and call centres. Many universities have student ‘job shops’ for part time work on campus or in the local area or you could talk to the careers office or students’ union.

**UNIVERSAL CREDIT**
Universal Credit is a new benefit for people on low incomes which will gradually replace most means-tested benefits and tax credits. Claims are currently limited to straightforward cases such as single jobseekers claimants. In some areas, new claims from couples and families are also accepted. You cannot yet claim Universal Credit if you have a disability. Those on the pre-Universal Credit means-tested benefits will be migrated onto Universal Credit between 2017 and 2019, with ESA claimants to be the last group to be migrated. Higher education students who get DLA or PIP and have ‘limited capability for work’ should be eligible for Universal Credit. They will be placed in the ‘no work-related requirements’ group while they’re studying if they are in receipt of a student loan. Normally this is over the academic year. Over the summer vacation you can be subject to work-related requirements.
After you arrive

The first few weeks at university or college are usually very exciting and can also be a little nerve-wracking. It’s good to allow yourself some time to settle into a routine. However, if you do experience any difficulties connected with your health condition, learning difficulty or disability, remember that disability services are there to help you.

When you first arrive at university or college there’ll be lots of exciting opportunities to meet people and get to know your surroundings, often as part of a special ‘Freshers’ Week’.

Freshers’ Week is usually in the week before teaching starts. If you’re living on campus you’ll probably move in at the start of this week. It is a good idea to explore the university in the first few days. Many universities publish Freshers’ Week schedules on their Student Union’s website. There’ll be a range of activities. Some will be compulsory, such as formally registering for your course. Others will be optional, such as social activities to meet fellow students, Freshers’ Fair where you can find out more about the activities, societies and opportunities at the university or tours of the library. You may also have a chance to meet the tutors on your course.

Most students have an enjoyable experience right from the beginning. Sometimes there are practical difficulties but these can usually be resolved without too much trouble.

Talk to your departmental tutors about your progress and any problems you are having with the course. It’s not unusual for students to miss lectures and fall behind with their work from time to time.

Most student services can guide you to study support that may be able to help you manage course work or organise exam revision.

However, sometimes students experience difficulties connected with their disability. If this happens to you, remember that disability services are there to help.

**PERSONAL SUPPORT**

It can take a few weeks to get into a routine with interpreters, notetakers, readers or volunteers. This is normal. You might just need some time to get used to each other’s working methods.

When you know your timetable of classes it’s important that you tell your support workers promptly. This will make sure that everyone is in the right place at the right time. If you find you can’t attend once an appointment is booked, you must cancel it in advance.
LEAVING HOME
Living away from home can be difficult at first. It usually takes time to get used to new surroundings. Once you have settled in, you can begin to enjoy the opportunities that higher education offers.

OTHER SUPPORT
Some institutions have disabled students’ groups or societies, where you can speak to other students and share your frustrations. Most Students’ Unions have a welfare officer who can give advice or act as your advocate. Counsellors can be helpful if you want to talk through issues with someone.

COMPLAINTS
As the stories in this guide show, people living with a health condition, learning difficulty or disability usually have very positive experiences in higher education. Most institutions have excellent support arrangements and any difficulties can be quickly resolved.

Occasionally things don’t work out as they should. If you have a complaint, the first step should be to contact your tutor and/or disability adviser and try and sort things out informally.

EQUIPMENT
It can take a while to learn to use any new equipment. If you’re having difficulties, there’s probably someone in the institution who can help. If you need training on the equipment or help setting it up, this can be paid for by the specialist equipment allowance of your DSAs. Contact your awarding authority or ask your disability adviser to do this for you.

TEACHING STYLES
It’s important to remember that teaching and learning in higher education can be very different from school or college. Teaching staff may not immediately adapt their teaching styles enough to meet your needs. They may forget what you need or be unsure what to do. If you don’t feel confident about approaching academic staff yourself, ask the disability adviser to speak to them for you.

YOUR HEALTH
If your disability affects your health, your work may start to be affected. Institutions should be able to make adjustments for you, for example, providing notes for any study sessions you have missed. Alternative arrangements for assignments and exams might also be available. Talk to your tutor or the disability adviser if you start to fall behind. Don’t wait until it becomes a big problem.
If this doesn’t work, you would then need to follow the institution’s internal complaints procedure and make a formal complaint.

If you go through the internal process and you’re still not happy with the outcome, you can take your complaint to The Office of the Independent Adjudicator for Higher Education (OIA) in England and Wales or the Scottish Public Services Ombudsman in Scotland.

In rare cases, difficult situations are not worked out at the university level and students may choose to get legal advice.

For more information
For information on making a complaint, and your rights under the Equality Act, please refer to the Disability Rights UK factsheets:
  • Making a complaint
  • Understanding the Equality Act: information for disabled students

These can be downloaded free from the publications section of our website:
  W www.disabilityrightsuk.org/how-we-can-help/benefits-information/factsheets/education-factsheets

Our student helpline can provide information about grievance procedures if you experience problems getting Disabled Students’ Allowances or support from your college or university.
  T 0800 328 5050
  E students@disabilityrightsuk.org

THE EQUALITY ACT
The Equality Act applies to all areas of studying including admissions, the provision of education, student services and exclusions. Universities and colleges must not discriminate against you either directly or indirectly, or for any reason connected with your disability. You are also protected against harassment and victimisation. Institutions should always make reasonable adjustments to make sure that you’re not substantially disadvantaged on your course.

If you feel that a college or university has discriminated against you, the Equality Advisory and Support Service can support you to resolve the issue informally. In some cases they may write to a college or university on your behalf to try and bring about a resolution.
  T 0808 800 0082
  W www.equalityadvisoryservice.com

Visit the Disability Rights UK website for up-to-date information and contact details.

If you decide that you want to take a case further under the Equality Act, you should refer to a legal advisory service, such as Community Legal Advice or the Law Centres Federation.

If you want to take a case to court, you must lodge it with the court within six months of the discrimination taking place. This may be extended to eight months if you use a conciliation service or the OIA. However it’s best to take legal advice before suspending any action. The OIA can’t look at complaints about admissions and may advise other forums are more appropriate for certain kinds of discrimination.

For more information
The Equality and Human Rights Commission website has a series of guidance documents which can be used as a guide for cases. You can find them at:
  W www.equalityhumanrights.com

Although mainly for legal professionals, you may find it useful to refer to their education guidance document (non-statutory Code of Practice):
  • What equality law means for you as an education provider – further and higher education
Resources

WEBSITES

Access to Higher Education
www.accesstohe.ac.uk
Information about the Access to Higher Education Diploma which prepares people without traditional qualifications for study at university.

Bright Knowledge
www.brightknowledge.org
The Bright Knowledge resource library has information about higher education, money and careers.

Careersbox
www.careersbox.co.uk
Free online library of careers-related films.

Careers Wales
www.careerswales.com
Careers information and advice as well as contact details for local careers centres in Wales.

Care Quality Commission
www.cqc.org.uk/content/services-your-home
Information about colleges, universities and domiciliary care organisations that provide personal care in your home.

Council for Disabled Children
www.councilfordisabledchildren.org.uk/resources
SEND reforms: What children and young people need to know. Series of factsheets, films and posters to help disabled young people understand the key themes of EHC plans, Post-16 support, the Local Offer and making decisions.

Discover DSA
www.discoverdsa.com
Series of video case studies illustrating the range of support available through Disabled Students’ Allowances.

Money Saving Expert
www.moneysavingexpert.com/family
See Students and Schools section for money saving tips, 20 key facts on tuition fees, student loans and grants.

National Careers Service
https://nationalcareersservice.direct.gov.uk
Career planning, information and advice service for students in England.

Open Days
www.opendays.com
Online directory of university and college open days across the UK.

Premia Project
www.vitae.ac.uk
Collection of downloadable resources designed to make the research environment more accessible to disabled postgraduate research students.

Prospects
www.prospects.ac.uk
Information on graduate careers and postgraduate study.

Push Online
www.push.co.uk
Information about choosing a university, student life, clearing and Push publications.

Research Councils UK
www.rcuk.ac.uk
Research Councils UK (RCUK) is a partnership of the UK’s seven Research Councils covering medical and biological sciences, astronomy, physics, chemistry and engineering, social sciences, economics, environmental sciences and the arts and humanities. For information about contacting individual Research Councils see the contacts section of the RCUK website.

Scholarship Search UK
www.scholarship-search.org.uk
This site provides a freely searchable database of the financial help that is available to undergraduate and postgraduate students.
Skills Development Scotland  
www.skillsdevelopmentscotland.co.uk  
Information on education opportunities, career planning, Individual Learning Accounts and finding a local careers centre in Scotland.

Student Cashpoint  
www.studentcashpoint.co.uk  
Information on student grants, loans, bursaries, scholarships and awards across the UK.

Student Finance  
www.gov.uk/student-finance  
Quick guides to student finance and student loan repayments.

The Student Room  
www.thestudentroom.co.uk  
Forum and discussion areas for sharing experiences and thoughts about studying in higher education. The website also contains specific resources for mature students, including an interactive map, a mature student forum and video case studies.

Transition Information Network (TIN)  
www.transitioninfonetwork.org.uk  
News, resources and events on issues relating to transition, designed to be useful to disabled young people, parents/carers and professionals.

UK Course Finder  
www.ukcoursefinder.com  
Has an interesting questionnaire and allows you to search for courses based on study style, location and type of institution.

unistats  
http://unistats.direct.gov.uk  
Helps students compare universities and colleges based on satisfaction scores in the National Student Survey, official data on jobs and salaries after study and other key information for prospective students.

PUBLICATIONS

A Guide to Disclosure  
Published by AHEAD, the Association for Higher Education Access and Disability based in Ireland. Available from:  
W www.ahead.ie

A guide to financial support for students in higher education  
Detailed information on all aspects of financial support. Full and part-time versions available free from the BIS Information line or:  
W www.gov.uk

Bridging the Gap 2015/2016  
A guide to Disabled Students’ Allowances in higher education. Available from  
W www.gov.uk/disabled-students-allowances-dsas/further-information

Disability Rights UK factsheets  
Disability Rights UK produces a range of factsheets for disabled students. They cover topics such as the Equality Act, telling people about your disability, funding and adjustments for disabled students.  
W www.disabilityrightsuk.org/how-we-can-help/benefits-information/factsheets/education-factsheets

We also produce a publication called Personal Independence Payment – A guide to making a claim.  
W www.disabilityrightsuk.org/personal-independence-payment-pip

Employing personal assistants toolkit  
Online guide to the process of employing a personal assistant, what to do when they are working for you as well as helping you to understand your responsibilities as an employer and your legal obligations.  
W www.skillsforcare.org.uk/Employing-your-own-care-and-support

Everybody Included: The SEND Code of Practice explained  
Explanation of what a disabled young person should experience before and during transition.  
W www.sendgateway.org.uk/resources
HEAP 2016: University Degree Course Offers: The Essential Guide to Winning Your Place at University
Published by Trotman Education. A guide to choosing courses of higher education.

Mature Students’ Guide
Information and advice for those returning to learning some time after leaving school. Published by UCAS.
W www.ucas.com/how-it-all-works/mature-students

Ordinary Residence: Guidance on the identification of the ordinary residence of people in need of community care services
The Department of Health guidance on the responsibilities of local authorities and funding personal care for students in England.
W www.gov.uk

Prospects Postgraduate Guide
A comprehensive guide to funding postgraduate study. Available in most university careers services or online.

Student Awards Agency for Scotland Funding Guide 2016–2017
Free booklet with information on funding for undergraduates in Scotland. Available from SAAS in hard copy or on their website:
W www.saas.gov.uk

Supporting STEM Students with dyslexia
Free good practice guide for academic staff produced by the Institute of Physics. Available from:
W www.iop.org

The Times Good University Guide 2016
Contains league tables on more than 60 subject areas and over 100 UK universities.

ORGANISATIONS

EDUCATION

Department for Business, Innovation and Skills (BIS)
T 020 7215 5555
W www.gov.uk/government/organisations/department-for-business-innovation-skills

Disabled Students’ Allowances Quality Assurance Group (DSA-QAG)
151 West George Street, Third Floor, Glasgow G2 2JJ
T 0141 228 6070
E administration@dsa-qag.org.uk
W www.dsa-qag.org.uk
Provides students with a database of registered assessment centres offering needs assessments for Disabled Students’ Allowances (DSAs). They also have information about university disability advisers and suppliers of disability equipment.

Erasmus
T 01619577755
E erasmusplus.enquiries@britishcouncil.org
W https://erasmusplus.org.uk
Advice and information on the Erasmus educational exchange programme and funding for study or work abroad.

NHS BSA Student Bursaries
NHS Student Bursaries, Ridgway House, Northgate Close, Middlebrook, Horwich, Bolton BL6 6PQ
T 0300 330 1345
E nhsbsa.sbaccount@nhs.net

Social Work Bursaries
Bridge House, 152 Pilgrim Street, Newcastle Upon Tyne NE1 6SN
T 0300 330 1342
W www.nhsbsa.nhs.uk/students
Information on NHS and social work bursaries, payment dates and downloadable application forms.
NUS (National Union of Students)
NUS HQ, Macadam House, 275 Gray’s Inn Road, London WC1X 8QB
T 0845 5210 262
E nusuk@nus.org.uk
W www.nus.org.uk
www.facebook.com/nationalunionofstudents
Give advice and produce information on welfare rights for students

NUS-USI (Union of Students in Ireland)
42 Dublin Road, Belfast BT2 7HN
T 028 9024 4641
E info@nistudents.org
W www.nus.org.uk/en/nus-usi
The student movement in Northern Ireland.

NUS Scotland
1 Papermill Wynd, McDonald Road, Edinburgh EH7 4QL
T 0131 556 6598
E mail@nus-scotland.org.uk
W www.nus.org.uk/scotland
Provides information to affiliated student associations in Scotland.

NUS Wales/UCMC
2nd floor, Cambrian Buildings, Mount Stuart Square, Cardiff CF10 5FL
T 02920 435 390
E office@nus-wales.org.uk
W www.nus.org.uk/wales
Provides information, support, training and guidance to affiliated student associations.

The Office of the Independent Adjudicator for Higher Education
2nd Floor, Abbey Gate, 57-75 Kings Road, Reading RG1 3AB
T 0118 959 9813
E enquiries@oiahe.org.uk
W www.oiahe.org.uk
www.twitter.com/oiahe
An independent scheme for the review of student complaints.

Quality Assurance Agency for Higher Education (QAA)
Southgate House, Southgate Street, Gloucester GL1 1UB
T 01452 557 000
F 01452 557 070
E Complete the online form
W www.qaa.ac.uk
Sets and reviews standards at UK higher education institutions.

Student Awards Agency for Scotland (SAAS)
Saughton House, Broomhouse Drive, Edinburgh EH11 3UT
T 0300 555 0505; textphone 0131 244 5107
Phone line open Mon to Thurs 8.30-17.00, Fri 8.30-16.30
E Select an enquiry subject on the website and complete the online form.
W www.saas.gov.uk
SAAS is the awarding authority in Scotland.

Student Finance England
PO Box 210, Darlington DL1 9HJ
T 0300 100 0607; textphone 0300 100 0622
Phone line open Mon to Fri 8.00-20.00, Sat and Sun 9.00-16.00
W www.gov.uk/studentfinance
Provides information and services to students who normally live in England. They also have a Facebook app to walk you through the steps to applying at apps.facebook.com/financeguide

Student Finance Northern Ireland
T 0300 100 0077
textphone 0300 100 0625
Phone line open Mon to Fri 8.00-20.00, Sat and Sun 9.00-16.00
W www.studentfinanceni.co.uk
Student Finance Northern Ireland provides information and services to students who normally live in Northern Ireland.

Student Finance Wales
T 0300 200 4050; textphone 0300 100 1693
Phone line open Mon to Fri 8.00-20.00, Sat 9.00-13.00
W www.studentfinancewales.co.uk
DISABILITY

**Action on Hearing Loss**
19-23 Featherstone Street, London EC1Y 8SL
T 0808 808 0123; textphone 0808 808 9000
Phone line open Mon to Fri 9.00-17.00
SMS 0780 0000 360
E informationline@hearingloss.org.uk
W www.actiononhearingloss.org.uk
Campaigns and lobbies to raise awareness of hearing loss and tinnitus and provides support services for deaf and hard of hearing people.

**Arthritis Care**
Floor 4, Linen Court, 10 East Road, London N1 6AD
T 020 7380 6500
Helpline 0808 800 4050
E info@arthritiscare.org.uk
W www.arthritiscare.org.uk
Services included a confidential helpline, self-management and awareness training for people with arthritis and healthcare professionals, and local activity and support.

**British Dyslexia Association (BDA)**
Unit 8 Bracknell Beeches, Old Bracknell Lane, Bracknell RG12 7BW
T 0333 405 4555
Helpline 0333 405 4567
Phone line open 10.00-13.00 and 13.30-16.00 Mon to Fri.
Closed Wednesday afternoons.
E helpline@bdadyslexia.org.uk
W www.bdadyslexia.org.uk
Offers information, advice and support to people with dyslexia.

**Volunteering Matters (formerly CSV)**
The Levy Centre, 18-24 Lower CaptIon, London E5 0PD
T 020 3780 5870
W http://volunteeringmatters.org.uk
Involves people in high quality volunteering and learning opportunities. Places young people as volunteers to work as personal assistants.
Equality and Human Rights Commission (Wales)
Block 1, Spur D, Government Buildings, St Agnes Road, Gabalfa, Cardiff CF14 4YJ
T 02920 447710
Textphone 02920 447713
F 02920 447712
E wales@equalityhumanrights.com
W www.equalityhumanrights.com

Dial Scotland
Princes House, 5 Shandwick Place, Edinburgh EH2 4RG
T 0131 228 9441
Textphone 18001 0131 228 9441
F 0131 229 6941
Information service 0800 999 2568
E info@lead.org.uk
W www.lead.org.uk
Enables disabled adults and carers to access inclusive learning opportunities in Scotland. They also run an information and advice service for disabled students in Scotland.

Mind
15-19 Broadway, London E15 4BQ
T Mind infoline 0300 123 3393
Open Mon to Fri 9.00-18.00
E info@mind.org.uk
W www.mind.org.uk
Provides an information service and information booklets about mental health.

Multiple Sclerosis Society
MS National Centre, 372 Edgware Road, London NW2 6ND
T England: 020 8438 0700
Scotland: 0131 335 4050
NI: 02890 802 802
Wales: 020 8438 0700
Helpline 0808 800 8000
Open Mon to Fri 9.00-21.00
E helpline@mssociety.org.uk
W www.mssociety.org.uk
Provides information and support in the UK to anyone affected by MS from their network of over 350 local branches.

Equality and Human Rights Commission (Scotland)
151 West George Street, Glasgow G2 2JJ
T 0141 228 5910
Textphone 020 7832 7880
F 0141 228 5912
E scotland@equalityhumanrights.com
W www.equalityhumanrights.com

Dial UK
T 0808 800 3333
E helpline@scope.org.uk
W www.scope.org.uk/dial
A network of disability information and advice lines. They can give advice on issues such as welfare benefits, community care, equipment, independent living and transport.

Dyslexia Scotland
Wellgreen Place, Wellgreen, Stirling FK8 2DZ
T 01786 446 650; Helpline 0844 800 8484
Phone line open Mon to Thurs 10.00-16.30 and 10.00-16.00 on Fri
F 01786 471 235
E helpline@dyslexiascotland.org.uk
W www.dyslexiascotland.org.uk
Enable and encourage people with dyslexia to reach their potential in education, employment and in life.

Epilepsy Action
New Anstey House, Gate Way Drive, Yeadon, Leeds LS19 7XY
T 0808 800 5050
Phone lines open Mon to Thurs 8.30-17.30
E helpline@epilepsy.org.uk
W www.epilepsy.org.uk
Offers a range of services including information and advice.

Equality and Human Rights Commission (England)
Arndale House, Arndale Centre, Manchester M4 3AQ
T 0161 829 8100
F 0161 829 8110
E correspondence@equalityhumanrights.com
W www.equalityhumanrights.com
Produces government information booklets on equality and human rights issues including the Equality Act.

Equality and Human Rights Commission (Scotland)
151 West George Street, Glasgow G2 2JJ
T 0141 228 5910
Textphone 020 7832 7880
F 0141 228 5912
E scotland@equalityhumanrights.com
W www.equalityhumanrights.com

Equality and Human Rights Commission (Wales)
Block 1, Spur D, Government Buildings, St Agnes Road, Gabalfa, Cardiff CF14 4YJ
T 02920 447710
Textphone 02920 447713
F 02920 447712
E wales@equalityhumanrights.com
W www.equalityhumanrights.com
National Autistic Society
393 City Road, London EC1V 1NG
☎ 020 7833 2299
Helpline 0808 800 4104
Open Mon to Thurs 10.00-16.00 and Fri 9.00-15.00
✉ 020 7833 9666
✉ nas@nas.org.uk
✉ www.nas.org.uk
Provides information, advice and support to people with autism and Asperger syndrome and their families.

National Autistic Society Student Support
☎ 020 7704 3810
✉ vicky.neale@nas.org.uk
Provides practical support and information to students with Asperger syndrome.

RNIB (Royal National Institute of Blind People)
105 Judd Street, London WC1H 9NE
☎ 020 7388 1266
Helpline 0303 123 9999
Open Mon to Fri 8.45-17.30
✉ helpline@rnib.org.uk
✉ www.rnib.org.uk
RNIB offers advice and specialist DSA assessments in study needs and access technology for blind and partially sighted learners.

RNIB Cymru
Jones Court, Womanby Street, Cardiff, CF10 1BR
☎ 029 2082 8500
✉ cymru@rnib.org.uk
✉ www.rnib.org.uk/wales

RNIB Northern Ireland
Victoria House, 15-17 Gloucester Street, Belfast BT1 4LS
☎ 028 9032 9373
✉ rnibni@rnib.org.uk
✉ www.rnib.org.uk/northernireland

RNIB Scotland
12-14 Hillside Crescent, Edinburgh EH7 5EA
☎ 0131 652 3140
✉ rnibscotland@rnib.org.uk
✉ www.rnib.org.uk/scotland

Scope
6 Market Road, London N7 9PW
☎ 0808 800 3333
Open Mon to Fri 9.00-17.00
✉ helpline@scope.org.uk
✉ www.scope.org.uk
Offers a range of services for disabled children and adults, with a focus on people with cerebral palsy or those whose support needs are not met elsewhere.

Scottish Sensory Centre
Moray House, School of Education, University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ
☎ 0131 651 6501
☎ 0131 651 6502
✉ sscmail@ed.ac.uk
✉ www.ssc.education.ed.ac.uk
An information service and training organisation for those interested in the education of children and young people with sensory impairment.

Trailblazers
61a Great Suffolk Street, London SE1 0BU
☎ 020 7803 4846
☎ 020 7401 3495
✉ trailblazers@muscular-dystrophy.org
✉ www.mdctrailblazers.org
Trailblazers is a national network of more than 400 young disabled people. They aim to fight the social injustices experienced by young disabled people and to ensure they can gain access to education and employment. They are part of the Muscular Dystrophy Campaign.
Are you considering going to University but are concerned about the effect your disability is going to have? Well, if you’ve got the qualifications and the drive to enter higher education, disability shouldn’t be a barrier.

At Randstad Student Support we ensure that anyone with a disability can enjoy a rich and fulfilling academic career. Though it may seem daunting, we can provide guidance every step of the way, helping you to identify what support and funding you qualify for. Along with your University, we develop a tailored package built just for you and your needs.

As the leading provider of specialist disability support workers, we help more than 17,000 disabled individuals across the UK every day through our team of over 3,500 specialist support workers. Our job is to ensure you get the best out of your time in higher education through our extensive, reliable and personal experience.

To find out more, please contact a member of our specialist team on 0845 130 4655 or email studentsupport@randstad.co.uk.

www.randstad.co.uk/student-support/

Helping you to achieve your full potential at University
ABOUT DISABILITY RIGHTS UK
Disability Rights UK is a charity. We work for a society in which all disabled people can participate equally as full citizens.

We are disabled people leading change and we aim to be the largest national pan-disability organisation, led, run and controlled by disabled people.

Disability Rights UK has four main objectives:
1 Mobilise disabled people's leadership and control – in our own lives, our organisations and society
2 Achieve independent living in practice
3 Break the link between disability and poverty
4 Put disability equality and human rights into practice across society

Other publications
We are authors of the Disability Rights Handbook, our annual guide to welfare benefits and services.

We also publish Taking Charge, a practical guide to living with a health condition or disability and a range of other guides and information, much of which is free to download from our website. These include Into Apprenticeships, Into Further Education and Doing Careers Differently.

Our factsheets for disabled students cover various topics including the Equality Act, funding from charitable trusts and postgraduate education.

Advice and information
Through our various helplines we provide information on benefits, tax credits and direct payments, including individual budgets, funding from social services in relation to care needs and advice on employing personal assistants.

Disabled Students Helpline
We provide free information and advice for disabled students, covering further and higher education, employment, apprenticeships and volunteering. Our helpline is open Tuesday and Thursday 11.00-13.00.

0800 328 5050
students@disabilityrightsuk.org

Policy and campaigns
Disability Rights UK is a campaigning organisation. Our top priorities for 2016 are independent living and employment. This includes working to influence decision-makers on issues of access and support for disabled people taking apprenticeships or studying in further and higher education.

Membership
Join Disability Rights UK and help us strengthen the voice of disabled people. We are a membership organisation with over 1,300 members, including universities, colleges and individual students. You can sign up for membership on our website: www.disabilityrightsuk.org/membership/how-join

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CAN Mezzanine
49-51 East Road
London N1 6AH

Telephone: 020 7250 8181
Email: students@disabilityrightsuk.org

For free information and advice for disabled students visit the Disability Rights UK website.