



**Module 5 Meeting Needs - Cognition and Learning
(including moderate and severe learning difficulties
and Dyslexia)**

**Module 8 - Meeting Needs - Social, Emotional and
Behavioural Difficulties**

Tuesday 30th and Wednesday 31st July

- Mix of theoretical and practical exercises
- Individual support sessions offered
- Feedback on requirements from quality review offered

Why we have linked the days

- Invisible disability
- Acquired or existing
- Acknowledged or not
- Related to studying
- Related to or relevelled by lifestyle/activity changes
- Team approach

Putting Policy into Practise

A strong commitment to inclusivity is part of Middlesex's character and reputation. Middlesex is renowned for promoting accessible learning pathways, to supporting and enabling academic success through inclusive teaching.

Students and staff members may have cognition and learning difficulties (including moderate learning difficulties and Dyslexia) and/or may have social, emotional and behavioural difficulties.

Article 26 of The Universal Declaration of Human Rights

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Mental Health Continuum

The mental health continuum is a range of mental health with mentally healthy at the left of the spectrum, mental health problems in the middle, and mental disorder at the right end of the spectrum. A person fluctuates on the continuum depending on internal or external factors.

<https://study.com/academy/lesson/the-mental-health-continuum.html>

Learning Disability Continuum

Learning disabilities affect people to widely differing degrees – often described as the learning disability continuum. People with a mild learning disability are often independent in caring for themselves and carrying out everyday tasks, while people with a profound learning disability will likely have considerable difficulty in communicating and very limited understanding.

<https://www.hft.org.uk/resources-and-guidance/what-is-a-learning-disability/>

Severe – Impact not Difficulties

- Students with severe learning difficulties not considered as not going to be at university.
- Impact of impairment may be severe if needs are not meet.

Threshold standards in inclusivity at Middlesex Approach

Need to consider needs of student and staff with cognition and Learning difficulties and social, emotional and behavioural difficulties:

- Before Teaching
- During Teaching
- Assessment
- Quality Assurance

Team Approach

- Gurinder
- Paula
- Sukhy
- Mark
- Gill

Team Approach

- Student
- Academic staff
- Support staff
- Administrative staff
- Peer – informal and formal support from fellow students

Student

- Traditional
- Under 18
- Mature
- With responsibilities
- Peer
- Disabled

Student with disabilities

- Acknowledged and unacknowledged
- Knowledgeable about requirements or not
- New onset or existing condition
- Low expectation
- Scared or worried

Academic

- Personal Tutor
- Academic – Teaching, lecturing
- Academic – Laboratory or class tutor
- Moderators and Reviewers of material
- Director of Programs/Study/Modules

Support

- Learning support
- Counselling support
- Disability support
- Technical support

Administrative

- Application
- Finance
- Registration etc
- Access to facilities
- Information provision
- Help and gatekeepers

Studying LifeCycle

- Consideration
- Application
- Attendance
- Studying
- Appeal
- Awarding

Enabling students to succeed

- Need to meet Learning Outcomes
- Flexible approach
- Visible and available support
- Non-judgemental support
- Belief that students with disabilities can and will succeed.



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Standards on cognitive impairment

- Standards still being developed in this area.
- Help required – if you are interested.
- Standards will be available over next few years.
- Relevant standards for other areas of disability.

Web Accessibility

- Web Accessibility Standards including authoring tools and translations <https://www.w3.org/WAI/>
- WAI work on cognitive disability <https://www.w3.org/WAI/cognitive/>
- E-learning Accessibility https://www.w3.org/WAI/RD/wiki/E-learning_Accessibility

ISO Accessibility

- ISO/IEC Guide 71:2014 - Guide for addressing accessibility in standards available free from <https://www.iec.ch/webstore/freepubs/isoiecguide71%7Bed2.0%7Den.pdf>
- Note dual approach – accessibility goals and human abilities and characteristics

EN 301 549 2018

- EN 301 549 Accessibility requirements for ICT products and services currently out for review.
 - Demonstrates ongoing situation with respect to cognitive impairment.
 - Harmonised standard
 - Compatible with section 508 and WCAG 2.1
- Earlier version available from https://www.etsi.org/deliver/etsi_en/301500_301599/301549/02.01.02_60/en_301549v020102p.pdf

European Accessibility Standards work

- CEN/CENELEC Accessibility

<https://www.cencenelec.eu/standards/Sectorsold/Accessibility/Pages/default.aspx>

- ETSI Human Factors and Accessibility
Accessibility

<https://www.etsi.org/technologies/human-factors-accessibility>

Other Guidance

- Department for International Development (DFID) Education for children with disabilities: Improving access and quality Guidance Note
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67664/edu-chi-disabil-guid-note.pdf
- The Higher Education Academy Inclusive learning and teaching in higher education
https://www.heacademy.ac.uk/system/files/inclusivelearningandteaching_finalreport.pdf

Other Information

- More information available.
- Please ask if required.
- Check date of publication (especially with respect to cognitive and learning disability).