

IMRAN

1. Deaf since birth - knows best his own needs?
2. Mainstream education but with sufficient high quality support.
3. Living at home.
4. Academic attainment and teacher expectations.
5. Availability of information about courses/universities/ specialist support
6. Awareness of staff and fellow students.
7. Assessment of needs/ access to the curriculum - communicators, interpreters, notetakers.
8. Nature of course - workshops, practical sessions - health and safety?
9. Personal emergency evacuation plan (PEEP)
10. Nature of syllabus in Physics - importance of coverage of sound?

11. Assessment and examinations.

12. Contacts with any professional bodies - e.g. for recognition as a Chartered Physicist?

13. Living accommodation - access to text telephones/emergency alarms.

14. Social life.

15. Careers advice.

16. Financial support during the course

JENNY

1. Blind since birth - knows best her own needs?
2. Mainstream education.
3. Living at home.
4. High standard of attainment in school-leaving exams.
5. Work/life experience prior to entry.
6. Availability of information about courses/universities/
specialist support in accessible/preferred format.
7. Awareness of staff and fellow students.
8. Assessment of support needs - provision of assistive
technology.
9. Personal emergency evacuation plan (PEEP)
10. Training for working with new equipment/maintenance
of equipment
11. Access to the curriculum - Braille/recordings.

12. Assessment and examinations - changing script from Braille into traditional orthography? proof-reading Brailled exam papers?

13. Nature of the course - studying French and foreign placement.

14. Living accommodation - meeting Jenny's needs and also her guide dog/seeing dog

15. Social life.

16. Carers advice.

17. Financial support during the course

KAREN

1. Disability arises as a result of an accident.
2. Educated in a residential special school.
3. Living away from home.
4. Availability of information about courses/universities/
specialist support
5. Awareness for staff and fellow students.
6. Nature of university environment - hilly? widely spaced?
7. Timetabling of classes - moving between buildings?
8. Physical access to ALL locations.
9. Personal emergency evacuation plan (PEEP)
10. Assessment for assistive technology.
11. Training for working with special
equipment/maintenance of equipment

12. Nature of the course - work placement.
13. Assessment and examinations.
14. Availability of suitably adapted living accommodation.
15. Meeting the need for personal assistance.
16. Social life.
- 17 Careers advice - especially about school-teaching
18. Financial support during the course

LEN

1. A mature student.
2. Visibility/invisibility of disability/learning difficulty.
3. Reasons for choice of course.
4. Nature of the learning difficulty.
5. Diagnostic assessment.
6. Recommendations for support/assistive technology.
7. Training for working with special equipment/maintenance of equipment
8. Awareness of staff and fellow students.
9. Sandwich placement issues
10. Academic assessment and “reasonable adjustments”
11. Social life.

12. Careers advice.

13 Financial support during the course