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.


15. Careers advice.

16. Financial support during the course
JENNY

1. Blind since birth - knows best her own needs?


3. Living at home.


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

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


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

15. Social life.


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.


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

13. Assessment and examinations.


15. Meeting the need for personal assistance.


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.


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