2026

Inclusive Teaching and Learning: Standard Adjustments and Disability-Related Guidance

WELLBEING & INCLUSIVITY

Table of Contents

Introduction....2
Adjustments to be Considered as Standard Practice for Inclusive Teaching and Learning....3
Course structure and expectations....3
Teaching materials and delivery....3
Assessment and academic skills....3
Online and interactive learning....3
Student support and communication....3
Practicals, field trips and study abroad....4
Feedback....4
Adjustment Recommendations by Disability....5
Students with Specific Learning Differences (SpLD)....5
Students with Autism Spectrum Condition (ASC)....6
Students with a mental health condition such as depression or anxiety....7
Hearing impaired students....7
Visually impaired students....8
Signs that Students May be Starting to Struggle....8
Closing Note....9
Useful Resources and Document References....10

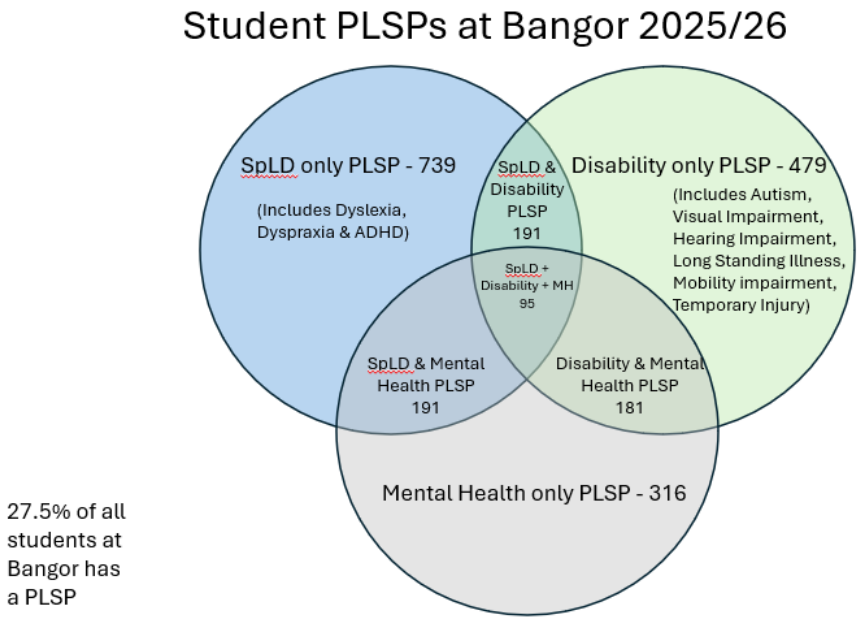
Introduction

In the 2025/26 academic year, 27.5% of Bangor University students have a Personal Learning Support Plan (PLSP), and national trends indicate that this proportion is likely to continue to grow. As numbers increase, meeting student needs solely through individual adjustments can place significant and unsustainable pressure on academic staff.

This guidance is intended to support academic staff embed inclusive approaches into everyday teaching practice, reducing the need for reactive, individual adjustments by addressing common barriers at course and module level. It also aims to empower colleagues to make informed, proportionate local adjustments where additional individual support is required, using professional judgement alongside dialogue with students and support services. Incorporating the practices outlined in this document can help create more accessible and consistent learning environments for all students, while easing workload strain and supporting high academic standards.

The table below shows the range and frequency of disabilities within the 2025/26 student population that are referenced in this guidance. It is intended as contextual information to support academic staff in understanding common adjustment needs across the University.

Disability	Count
SpLD	1273
Aspergers/Autistic spectrum	375
Mental Health	796
Blind/visual impairment	26
Deaf/hearing impairment	44



Adjustments to be Considered as Standard Practice for Inclusive Teaching and Learning

Inclusive teaching benefits all students, not only those with disclosed support needs.
The adjustments below should be treated as standard academic practice to reduce barriers, improve engagement, and support different ways of learning. Embedding these actions aligns Bangor University with recommendations from Disability Rights UK and the Disabled Students' Commission and helps create a more accessible and supportive learning environment for everyone.

Course structure and expectations

- Provide a clear overview of the course structure, including links to topics and sessions.
- Clearly explain course outcomes and how assessments relate to them.
- At the start of each session, explain what to expect and how students can participate, especially when using different learning tools.

Teaching materials and delivery

- Record all lectures with live captions enabled and store recordings in a consistent location on Blackboard. Refer to the staff guidance for Blackboard Resources for Staff.
- Permit personal audio recordings of sessions.
- Provide lecture materials in advance - including slides, case studies, and required reading.
- Use clear, accessible visual design: strong contrast on whiteboards and slides; avoid red, green, and lighter font colours.
- During delivery, leave information on the board to allow adequate copying time.
- Where possible, documents placed on Blackboard should be provided in Word format to support the use of assistive technology to read texts.
- Provide directed and prioritised reading lists, making it clear what is essential versus optional.
- Provide glossary and vocabulary list where appropriate.

Assessment and academic skills

- Offer clear advice on assignments, essays, and research expectations.
- Provide in-class assessment adjustments as outlined in the students' PLSP.

Online and interactive learning

- During online sessions, allow students to contribute via chat as an alternative to speaking.

Student support and communication

- Meet with students to discuss individual support needs and maintain ongoing dialogue.
- Conduct regular check-ins to identify issues early and agree practical solutions.

- Use open, two-way communication as the primary method for ensuring inclusive and accessible teaching practices.

Practicals, field trips and study abroad

- Be aware that students are entitled to the same level of adjustment and support across all learning contexts.
- Ensure student can access appropriate human support where required. They may need more assistance in an unfamiliar environment.
- Organise support in advance.
- Avoid asking other students to provide support, as this can place an unfair responsibility on peers and reduce independence; appropriate support should be arranged in advance.
- Provide verbal instructions in a written format.

Feedback

- Provide feedback in an accessible written format.
- Include positive points as well as a (provisional) grade. Adding a grade is useful as this is a benchmark which is clear to students.
- Avoid marking in red and green as colour blind users may not be able to tell them apart.

Data from Personal Learning Support Plans (SPLPs) *show that an average of 85% have the above adjustments in their support plans.*

Adjustment Recommendations by Disability

The following section outlines common adjustment recommendations that may support students with specific disabilities. These examples are intended as a guide to good inclusive practice and should be considered alongside the individual needs outlined in a student's Personal Learning Support Plan (SPSP), or where there is not a PLSP and anticipatory adjustments are needed.

Not all adjustments will be required for every student, and individual experiences within each disability group will vary. Effective support is best achieved through early communication, professional judgement, and ongoing dialogue between staff and students.

Where assessment adjustments are recommended, it is essential that any alternative arrangements or formats maintain the same learning outcomes (core competencies) and academic standards as the original task. Adjustments should remove barriers to demonstrating learning, not change what is being assessed.

Students with Specific Learning Differences (SpLD)

Although the term 'specific learning differences (SpLD) can be used as a diagnosis on its own, it is commonly used as an umbrella term to refer to Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, ADHD and ADD. Students with SpLDs have average or above-average intelligence but may process information differently. This can affect skills such as reading, writing, spelling, numeracy, organisation, memory, sequencing, or speed of processing. As a result, students may take longer to read or produce written work, find it difficult to organise their thoughts or manage complex tasks, and experience challenges with note-taking, time management, or working under pressure. Each student will have a unique profile of strengths and challenges, and individual support needs will vary accordingly.

Academic lecturers should endeavour to:

- Offer more space for dialogue- i.e. lecturers should attempt to offer students one-to-one opportunities to discuss their needs.
- Provide copies of PowerPoint presentations, OHTs, handouts, lecture notes, and discussion documents, where available, preferably in advance in electronic accessible format.
- Label diagrams in handouts. If this is not possible, make labelled diagrams available afterwards.
- Consider presenting Provide PowerPoint slides with a pastel-coloured background with sufficient contrasts to reduce visual stress.
- Number PowerPoint slides to assist with referencing during notetaking.
- Identify essential information.
- Consider supporting students in using voice to text/text to voice technologies within assessment.
- Give permission to take notes using a laptop computer.
- Introduce new vocabulary in context with concepts explained.

- A synopsis at the start of the lectures and effective signposting throughout. At the conclusion of each lecture, review major points.
- Provide adequate time for the student to assimilate or process questions and make notes or sequence ideas before being required to respond to a question. Answering on the spot can be challenging as it can place a burden on the working memory, sequencing, speed of processing and concentration of a student with SPLDs.
- Break lengthy tasks into stages.
- Avoid asking the student to read aloud from unseen texts without prior agreement.
- Provide instructions, processes, and protocols in written and verbal form.

Assessment Types	Alternative Assessment Types
Closed book exams	• Alternative written assessments with extended time or take-home structure (reducing time-pressure) • Case study analysis
	• Multimodal submissions (video, audio, infographics) allowing non-text-dominant assessment forms
Large assignment/projects	• Scaffolded projects- breaking tasks into smaller components • Reflective journals (supports continuous assessment rather than single high-stakes events)

Students with Autism Spectrum Condition (ASC)

Autism affects how people experience the world and communicate. It's called a spectrum because autistic people's experiences are diverse. Each student has an individual set of skills and attributes. Autism can affect how students process information, interact socially, interpret ambiguous communication, or understand non-verbal communications.

Academic lecturers should endeavour to:

- Keep timetables and venues consistent.
- Give deadlines well in advance.
- Describe tasks clearly and explicitly.
- Provide information on what to expect at the beginning of the session, and how to interact when different learning tools are used.
- Be aware of students not feeling comfortable speaking out during lectures.
- Offer choice whether camera is on or off.
- Set ground rules and roles for group work activities.
- Give detailed, accessible feedback on students' work. Include good points, areas to improve and a reference to a grade. Written feedback is useful as students can refer to it in the future.

Assessment Types	Alternative Assessment Types
Presentations and Oral assessments	• Written coursework (when oral delivery is not feasible) • One-to-one presentations instead of group presentation (reduced social demand)

	• Pre-recorded presentations (control over sensory and performance environment)
Timed assessments	• Take-home or open-book assessments to reduce pressure and allow processing time

Students with a mental health condition such as depression or anxiety

Most people experience periods of stress and personal difficulty at some point in their lives and 1 in 4 people are diagnosed with a mental health condition. The term 'mental health conditions' is an umbrella term used to describe a range of diagnoses and support requirements, which may be long-term and may be fluctuating. The stigma experienced by people with such conditions is considerable and is likely to impact on their ability to discuss their conditions with those around them.

Academic lecturers should endeavour to:

- Stay connected with students and monitor their engagement; with prompt intervention in case of any difficulties and identify rapid deterioration and enable strategies for support.
- Additional preparation and support for field work, presentations to minimise stress and to anticipate further barriers in a timely way.
- Taking assessments in quiet spaces to avoid distractions and pressure from peers.
- Firm management of group discussions to manage any difficult conversations. This helps reduce anxiety felt by the student about taking part.
- Provide written feedback, including good points and aspects requiring further development.

Assessment Types	**Alternative Assessment Types**
In-person exams or Presentations	• Written coursework or case-study assignments • Pre-recorded or one-to-one presentations
Timed assessments	• Flexible schedule or take-home assessments to reduce stress triggers

Hearing impaired students

Student who are deaf or has hearing impairments may have hearing aids or will use those as well as lip-reading to communicate. Students that use hearing aids may also use induction loops to access sound, for example, in lecture theatres. Induction loops and personal radio systems are a useful means of communication though a number of factors impact on their use.

Academic lecturers should endeavour to:

- Consider the environment and lighting, colour and contrast, background noise.
- Ensure your face is clearly visible for students who rely on lipreading.
- Use a microphone to enable induction loops.
- If TV or other visual materials are used, subtitling will be required.

- If using automated captioning, make sure this is accurate. This is particularly relevant for courses/ modules that contain jargon and technical language.
- Indicate when the topic is changing in lectures or other teaching sessions so that the student who is lip-reading understands to expect new vocabulary.
- Provide glossary and/or vocabulary lists as it is very difficult to lip-read a word that is not known.
- Written feedback is useful as it avoids the student needing to record feedback while discussing matters of relevance.

Assessment Types	Alternative Assessment Types
Oral presentations	• Written or visual presentation formats (e.g. infographic video with captions • Take-home assessments

Visually impaired students

Sight loss refers to a loss of vision that cannot be corrected using glasses or contact lenses. This could be a student who is registered partially sighted, which means the level of sight impairment is moderate. Or registered blind, which means a severe sight impairment where activities that rely on eyesight become impossible. Students will experience varying degrees of sight loss; the majority may have some sight which may be useful for different things for each individual.

Academic lecturers should endeavour to:

- 24 hours' notice of change of venue, whenever possible, given to ensure the student can find the venue and arrange human support if necessary.
- All information (such as written feedback, supervision reports) and all relevant materials should be provided in an accessible format.
- Provide all slides and materials which are required in advance of lectures.
- Consider colour contrast for presentations and graphs so that students who are visually impaired are able to access.
- Ensure you are being descriptive and specific about the content being presented.
- Support students in using voice to text and text to voice technologies in assessment.

Assessment Types	Alternative Assessment Types
Reading intense assessments	• Oral assessments, supported by inclusive multi-format principles
Visually dense formats	• Digital or audio-recorded submissions

Signs that Students May be Starting to Struggle

During the student journey, some students may encounter challenges and start to struggle, below are some indicators to keep in mind which may reveal a student is struggling and needs extra support:

- Failing to meet deadlines/ unable to keep up with workload
- Missing lectures
- Quality of work submitted not up to standard or grades dropping
- Student who is disengaged or finding it difficult to participate in lectures
- Stops communicating with tutor/ lecturers

Please refer students you are concerned about to the Welfare Service, outlining your concerns so that the appropriate advisor from the team can contact them and offer advice and guidance.

Closing Note

Inclusive teaching is not about meeting every need perfectly, but about creating learning environments that are flexible, predictable, and responsive. Regular communication with students, early support, and collaborate with University services are key to identifying barriers and making effective adjustments. Where there is uncertainty, staff are encouraged to seek advice rather than make assumptions.

For support and guidance contact your school's Disability Tutor or Wellbeing and Inclusivity Team disabilityservices@bangor.ac.uk

Useful Resources and Document References

Disability Rights UK
https://www.disabilityrightsuk.org/resources/adjustments-disabled-students-and-apprentices?srsltid=AfmBOorZeq3vAb1ISHiKqNyCwHamMAxAH7uIQMj_ZKRXAcohHjv2k23b#_Toc119421693

Equality Challenge Unit: Guidance on competence standards and reasonable adjustments:
http://www.ecu.ac.uk/guidance-resources/student-recruitment-retention-attainment/studentretention/inclusive-learning-teaching/competence-standards-reasonable-adjustments/

Equality and Human Rights Commission:
Equality Act 2010 Technical Guidance on Further and Higher Education:
https://www.equalityhumanrights.com/en/publication-download/equality-act-2010-technicalguidance-further-and-higher-education

What equality law means for you as an education provider – further and higher education:
https://www.equalityhumanrights.com/en/publication-download/what-equality-law-means-youeducation-provider-%E2%80%93-further-and-higher-education

HCPC: Health, disability and becoming a health and care professional:
http://www.hcpc-uk.org/assets/documents/10004D79Healthdisabilityandbecomingahealthandcareprofessional.pdf

Inclusive Teaching and Learning in Higher Education as a route to Excellence: report by the Disabled Student Sector Leadership Group:
https://www.gov.uk/government/publications/inclusive-teachingand-learning-in-higher-education

Scope: Social model of disability
http://www.scope.org.uk/about-us/our-brand/social-model-of-disability

Student Finance Wales Guidance on DSA:
http://www.studentfinancewales.co.uk/practitioners/policy-information/guidance-chapters.aspx#.WaAgNXn2ZA2

UK Association for Accessible Formats guidance on clear and large print documents:
https://www.ukaaf.org/large-print/

UKCISA International Students with Disabilities FAQs for International Officers:
https://institutions.ukcisa.org.uk/Info-for-universities-colleges--schools/Resources/Resources-forstaff/Students-with-disabilities-good-practice/International-Students-with-Disabilities-FAQs-forInternational-Officers/