

## Quick Tips for MaPS teaching staff

on complying with Assessments of Needs & Policy on Equality and Inclusion

Treating all students inclusively is a complex problem. Each person has individual needs, and "Assessments of Needs" are typically long documents, that you might receive with insufficient notice to adapt your teaching. However, by a few simple actions, lecturers/tutors can pre-empt the most common needs of students with Specific Learning Difficulties:

- **Use sans-serif fonts, at least 22pt on slides / 12pt on hand-outs and left-justification, avoiding block capitals and italics wherever possible** to help students with difficulties in navigating text.
- **Put printed material on the VLE in advance, listing at least the key points on each major topic, and where to read more about them (specific chapters/examples sheets etc).** This enables each student to prepare in their own way, and to adapt electronic text, e.g. using screen readers, coloured backgrounds etc.
- **Avoid colloquial or florid English** for people who understand English in an atypical way, or as a second language.
- **Avoid metaphors** (e.g. "mitochondria are power-stations for the cell"); **use similes instead** (e.g. "mitochondria are like power-stations for the cell"). Many people have trouble spotting metaphors, but are capable scientists.

**N.B.** Some requirements of an Assessment of Needs are dealt with at University level (e.g. by the Exams Office). Some items may not apply to your particular teaching session, and some of the advice requires adaptation. But please try to comply with the **spirit** of the advice. We are all **required by law** to make reasonable efforts to make education accessible to **all** our students.

Find out more at

[http://ses.leeds.ac.uk/info/21810/disabled\\_students/920/teaching\\_disabled\\_students](http://ses.leeds.ac.uk/info/21810/disabled_students/920/teaching_disabled_students)