

A free service funded by the Office for Students helping young people, especially those less likely to go to university, explore routes to higher education, the realities and benefits. We aim to inspire and inform learners about their options and provide targeted strategic outreach activities. We work with learners, teachers, advisors, parents, and carers, to break down the barriers that might prevent young people from progressing to higher level study and work.

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DISABLED LEARNERS HIGHER EDUCATION TRANSITION PACK



HIGHER EDUCATION
& UNIVERSITY CENTRE



UNIVERSITY OF
GLOUCESTERSHIRE



HARTPURY



GROWS Gloucestershire network

July 2025 GW026



GROWS

encouraging higher aspirations

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INTRODUCTION

WELCOME TO THE GROWS HIGHER EDUCATION TRANSITION PACK!


This resource has been designed to support you on your own journey into higher education (HE). There is lots of information out there which can be overwhelming, so we hope that this transition pack will help you to easily access information about the timelines, processes, and support to enable you to progress on to a destination of your choice.

We understand that starting HE is a big step, one that often begins a long time before you finally arrive there. For many students who have received support or adjustments at school or college, the transition to university can be confusing and hard to navigate. Not least because the language and terminology used about Special Educational Needs (SEN), disability and support is very different. This can prevent some students from accessing the support they need.

Disclaimer - please note, the information in this pack has been designed to provide generic guidance to support the application/transition process into Higher Education. In order to find out specific information about how a higher education provider can support you and your individual needs, please contact them directly. The information in this pack is correct at time of writing - August 2024.

WHAT IS THIS GUIDE ABOUT?

Reach for the STARS with a HE transition pack for disabled learners that covers...

- 
- S Support and funding**—EHCP, DSA, HEP requirements (what to know beforehand)
 - T Track to HE (with checklist)**—HE roadmap from pre- to post-entry
 - A Advice on HE**—Myth-busting, parents/ carer section, what to expect for HE vs FE
 - R Research outside of studies**—Accessibility, what to ask, employability essentials
 - S Summary** – Useful links and feedback on this pack

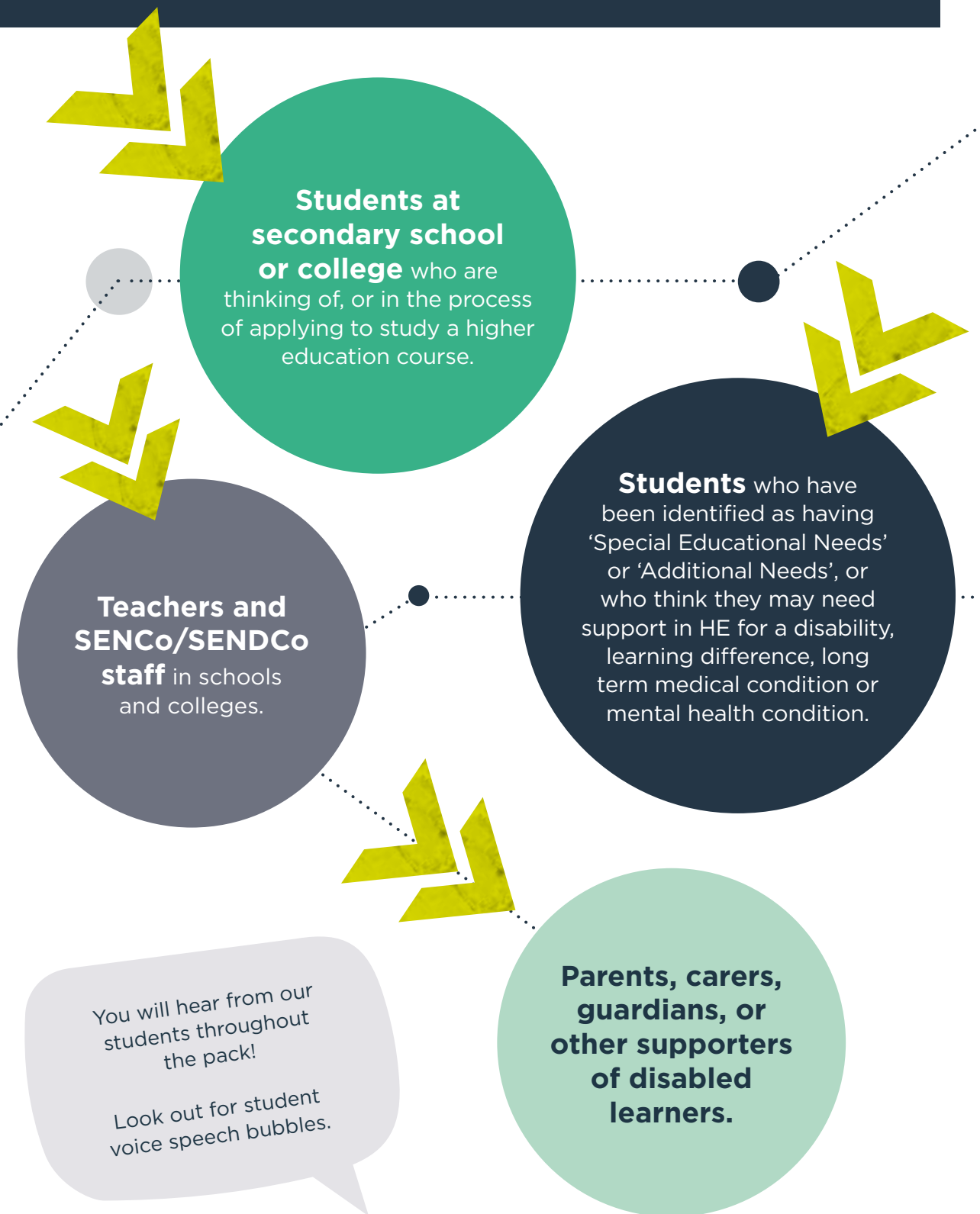
The aim of this guide is to help explain the processes and steps involved when applying for HE opportunities. This pack has been designed to help you understand what you need to do to access the support and adjustments you may need in HE.

Setting up support for HE study can take time. You may need to register for support and work through funding processes which can take many weeks to complete. Taking time to understand the key processes will help you understand what steps you need to take to access support.

Please note that language and terminology can vary between different HE providers, but this transition pack should give you a basic understanding of the key terms. Please see page 6 for a glossary.

WHO IS THIS GUIDE FOR?

This guide has been created to support the understanding of the following people:



GLOSSARY

Some terms used in this pack may be unfamiliar to you. Find out what they mean here.

Key Term	Abbreviation	Key Term in HE	Brief Definition
Disabled Students Allowance	DSA	DSA (only found in HE)	Support to cover study-related costs you have because of a disability, mental health problem or long term illness.
Education and Health Care Plan	EHCP	DSA and/or reasonable adjustments	For ages 0-25, outlines special educational, health and care requirements for an individual.
Further Education	FE	FE / Post-16 education	The form of education that takes place after school. Many different levels can be studied at FE institutions but you will need a level 3 qualification to progress to HE.
Higher Education	HE	HE	Any form of education at level 4 or above (the step above FE) including: Foundation Degrees, Degree Apprenticeships, Higher National Diploma (HND), Higher National Certificate (HNC), BA or BSc Hons courses, Foundation Years.
Higher Education Provider	HEP	HEP	Collective term for institutions where HE may be studied. Examples include universities, colleges and conservatoires.
Learners	N/A	Students	Individuals in formal education and training.

Key Term	Abbreviation	Key Term in HE	Brief Definition
Mitigating circumstances	Mit. circs.	Mitigating circumstances	May affect the ability to study, such as long-term or recurring medical or mental health condition. This may result in additional consideration for deadlines/exam resits.
Special Educational Needs & Disabilities	SEND	Disabilities	Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their: behaviour or ability to socialise, for example they struggle to make friends reading and writing, for example because they have dyslexia ability to understand things concentration levels, for example because they have ADHD physical ability
Special Educational Needs & Disabilities Coordinator	SENDCo	Disability support or services	Sometimes referred to as SENCo. Coordinates the provision for children with special educational needs or disabilities in schools.
Student Finance England	SFE	SFE	Provide financial support on behalf of the UK Government to students from England entering UK higher education.
Universities and Colleges Admissions Service	UCAS	UCAS	The UK's shared admissions service for applying to Higher Education. Applications to HE go through UCAS and their website also provides advice and guidance to potential applicants. Fees apply

EDUCATION, HEALTH AND CARE PLANS (EHCP)



What is an Education, Health and Care Plan (EHCP)?

An Education, Health and Care Plan (EHCP) is for children and young people that are aged 0 to 25, and in education below HE level. As the name suggests, an EHCP outlines the special educational, health and/or care requirements for an individual. In order to meet these needs, an EHCP presents information on the extra help and support required for an individual who has barriers to learning.



What Happens to EHCPs in HE?

Although an EHCP is widely used in schools and Further Education (FE), this is not the case when you leave FE. An EHCP is still useful, but it will translate differently beyond FE. Please obtain a copy of your EHCP once you leave FE to share with your HE provider- this will not affect your application and will ensure you receive further support where appropriate.



How is your EHCP used in HE?

Whether you have an EHCP or are in the process of obtaining one, there is generic advice that applies to all disabled students thinking about HE. Even if you are waiting to receive an official diagnosis, the following advice will still apply. The advice is as below—HE providers will try to be as flexible as possible to support you.

- Entire EHCP is passed on by you to the Student Support team at the HE provider of your choice. They will extract what they need from it. You can choose to share a condensed version of your EHCP, but this is not necessary.
- Health care needs and meeting these become your responsibility once in HE. For example, HE providers may not be able to store medicine in a fridge, but they can help in other ways so do ask.
- Some people do not disclose their disability as they worry it will affect their entry to HE. Data protection and equality laws mean that your application will not be impacted by any disclosures you make. Your information will be kept confidential and only shared with people as needed.
- Prepare for the EHCP from FE to play a different role in HE: that is, it will not automatically translate, but you are still eligible for help. Contact the disability services at your HE provider beforehand.

Get a headSTART as a disabled student who is transitioning to HE:

- S** **Seek advice** at all points from teachers and others who support you
- T** **Timing is key:** start early in opening lines of communication
- A** **Always** pass an EHCP on to your HE provider: the earlier the better
- R** **Research** what support exists at the HE provider of your choice
- T** **Transition** events are held at some HE providers: ask about this



DISABLED STUDENTS ALLOWANCE (DSA)

Disabled Students' Allowance (DSA) helps pay the essential extra costs you might have as a direct result of your disability, including a long-term health condition, mental-health condition or specific learning difficulty, such as dyslexia.

- Extra support – available with other student finance (fee loans, maintenance loans)
- A support package worth a maximum of £27,783 (depending on your needs) for each year of your course (Undergraduate and Postgraduate.)
- Does not depend on your household income – what you can get is unique to your needs.
- Pay nothing back and keep any equipment
- A bespoke package of support – with elements provided by the HEP and/or Student Finance England will be pulled together to make sure that you can get the most out of your time in HE – both in the classroom and socially.

“Apply for Disabled Student Allowance. I had a meeting about what I would require, which can involve transport through to technology like a recorder. I mainly used mine for my specialist mentor, who I saw once a week...”

“...she was a huge help to me, making sure I stayed organised, read anything I didn't understand and helped me when I needed it. I highly recommend applying.”



DSA and the EHCP

Applications for DSA need to be supported by diagnostic evidence of the student's disability. This evidence needs to be supplied by an appropriately qualified medical professional, who can describe the nature of the person's disability, its impact and the prognosis of disability.

Note: an EHCP alone is not sufficient as although it provides a summary of impact and associated support, and may be based on diagnostic information, on its own it is not a diagnostic document (but students should always supply an EHCP alongside other evidence to DSA). The EHCP was designed to support those with support needs through education to the point of leaving Further Education (or until the person reached the age of 25). The EHCP was not envisioned to support students moving into Higher Education, however the EHCP can be supportive in putting in place organisational reasonable adjustments for students.

USEFUL DSA SUPPORT LINKS

Want additional information about support?
Check out the links below to learn more.

DSA Videos

Supporting students with a disability

What to expect from your Disabled Students' Allowance (DSA) Needs Assessment

Guidance

Disabled Students Allowance Information

External Support

Disability Rights UK

UCAS SFE/DSA Information



COMMUNICATING WITH YOUR HE PROVIDER

"It has been a long process for me to get the support put in place but if I knew about it when I first joined I feel like my journey would have been a lot more easier."

1. Inform the HE provider if you have a disability as soon as possible. All HE providers have data protection, confidentiality and equality policies and procedures, so this will not affect your application to study. Please do disclose your disability and contact your chosen HE provider for further guidance.
2. Communicate fully rather than assume. Sometimes students will give partial information to HE providers only as it affects them. It can be easy to think that the HE provider you go to will have all the information needed and know about your disability. However, it is better to pass all information on to them and not assume anything.
3. Provide evidence, not just an EHCP. All HE providers will require some evidence of your disability. Often, this will be from a medical practitioner/psychologist/GP etc. Not all HE providers require an EHCP. If you don't have an EHCP, you may still qualify for some help/support in HE. Speak to a staff member from their disability services for advice.
4. What does your disability mean for you? While HE providers can help with a wide range of disabilities, they will not know what your disability means for you. Tell them about how they can help and how you work so they can endeavour to support you in HE.
5. Be proactive and ask for help. There is specific support for students living with a disability in HE, even in areas such as IT and library services. Ask what is on offer beforehand, even if you don't need it right now.

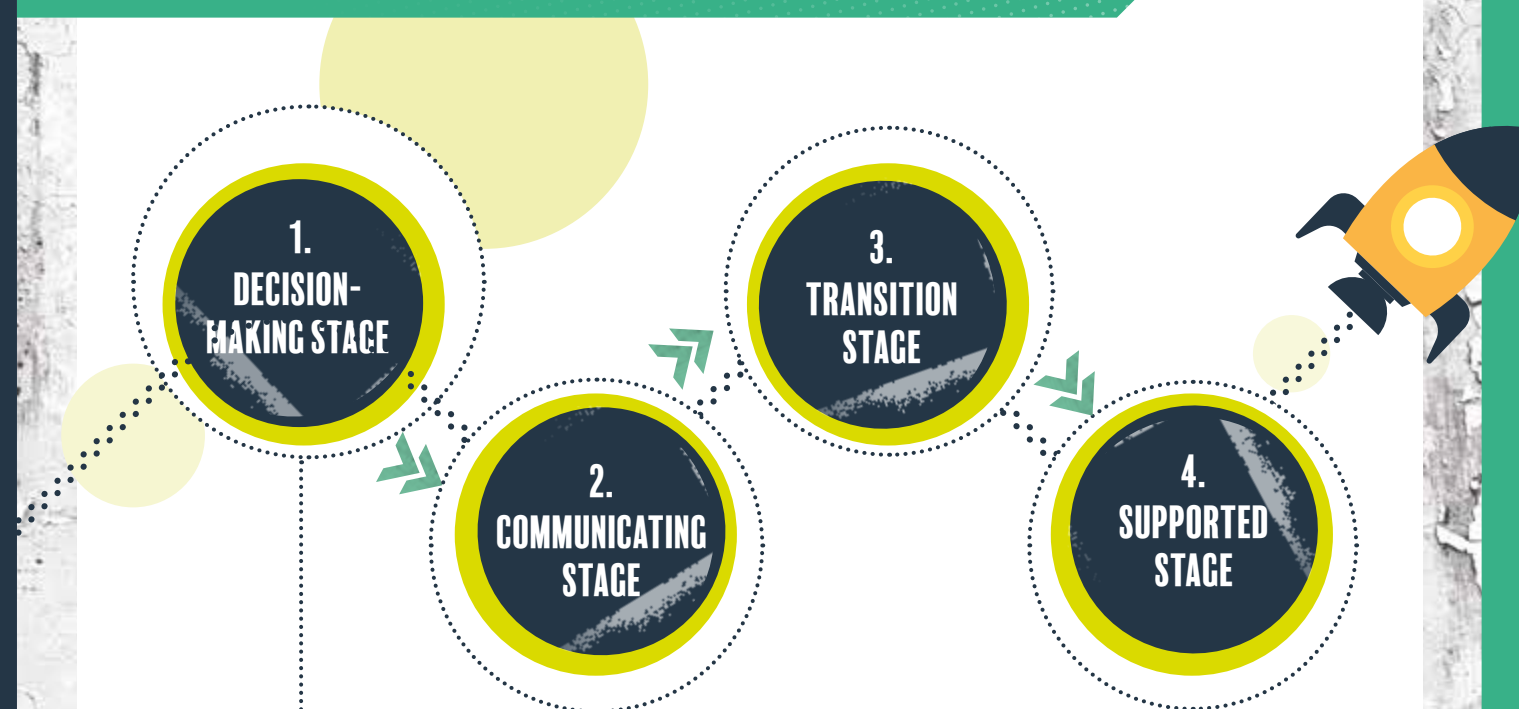
"I would say that there's more support in place than you realise however all universities are different and I would highly recommend looking into the support offered and how well and effective it actually is. Don't be afraid to reach out and address your situation because there are a lot more people with a disability than you realise."

"Keep communicating with your tutors. Use welfare support if you feel like you would benefit. Don't be afraid to seek help. They are there to help you and no issue is too small or too big. There is absolutely nothing wrong with being vulnerable or requiring help."

TRACK YOUR JOURNEY TO HE WITH THE HE ROADMAP...

There are four stages for HE you need to be aware of as a student living with a disability.

These are set out in the HE roadmap below. This provides you with a checklist to help you with the transition to HE. As none of these stages of HE has an official name, we have given each stage its own name to guide you through the process. However, you may not see these stages named elsewhere.



SUPPORT AVAILABLE AT ALL STAGES:

- ✓ Information on DSA / SFE application process
- ✓ Speaking to teachers at your own FE provider
- ✓ Information on Disability Services web pages
- ✓ Contacting staff at HE provider of your choice

1. DECISION MAKING STAGE

Timing: autumn before the year you begin HE
(only for HE providers that do not accept any later/
direct applications)

Main Task	Deadline	Checklist	Useful Links
Applications for Oxford, Cambridge and most courses in medicine, dentistry, veterinary	Check deadline for coming year – usually in October	<ul style="list-style-type: none">● Attend open days● Research courses● Work experience● Personal statement● Submit application for HE via UCAS● Look at Local Offer	UCAS - When To Apply For University Courses
Submit UCAS application to your current FE provider so they can write you references	By winter break (Each FE provider will have their own internal deadline to allow time to process all applications)	For students applying to university for 2026 entry, the personal statement format will be changing. Please check the UCAS website for regular updates	UCAS - Personal statements for 2026 entry onwards
Apply to UCAS for their equal consideration deadline	Late January date varies	Check deadline for coming year Usually end of January	UCAS - Filling in your University Application
Apply for an HE access scheme for the HE provider	Autumn or spring, a few weeks after your application to UCAS	<ul style="list-style-type: none">● If access scheme is offered, check you are eligible● Apply and complete HE access scheme● Receive an access offer / grade for HE	Check with the HE provider who will be able to link you to their own site on HE access scheme offer

“If you get any chance, go to an open day so you can see the environment or even watch a few videos before, so you understand the set up. It isn't essential though as everyone is there to help you with directions and you can ask for a map so don't worry if not.”

“I would recommend that you choose a subject that you love and that you're passionate about, you want to enjoy your time at university and studying a subject you love makes a huge impact on that!”

2. COMMUNICATING STAGE

Timing: Post-application but pre-offer

Main Task	Deadline	Checklist	Useful Links
Apply for Student Finance England (SFE)	March to May. Delays may lead to late payments	<ul style="list-style-type: none">● Check requirements e.g., evidence etc.● Apply for student finance via SFE	Student Finance England Please note, this applies to UK national or settled status students- this information may not be relevant for international students
Apply for Disabled Students Allowance (DSA)	Spring onwards, a delay can mean support is not in place for the start of the course	<ul style="list-style-type: none">● Check eligibility● Collate evidence● Seek guidance if needed on DSA● Apply for DSA	GOV.uk - Disabled Students Allowance
Communicating with chosen HE providers – you do not need to wait until you receive offers	Post UCAS application, no deadline exists for this	<ul style="list-style-type: none">● Some will offer 1-to-1 appointments● Check out Disability Services webpages● Email staff if you have questions	See the HE provider for its own individual web page on Disability Support
If needed, attend an interview	Deadline varies by HE provider	<ul style="list-style-type: none">● Prepare for interview● Ensure the HEP is aware of any specific needs to support your interview● Attend an interview	Prospects - Preparing for a University Interview

“If you feel comfortable doing so, communication about your needs is so beneficial.”

“I felt so much more at ease when I had voiced my needs and concerns about the university to my tutors and had introduced myself to them.”

3. TRANSITION STAGE

Timing: post-offer, pre-entry

Main Task	Deadline	Checklist	Useful Links
If moving for HE, apply for accommodation	By 1 July or later, date varies by the HE provider	<ul style="list-style-type: none">● Tour of accessible accommodation● Apply for accessible accommodation (if required)	See the HE provider individual web pages on HE accommodation
Pass on your EHCP to your HE provider	As early as possible or once you have it	<ul style="list-style-type: none">● Obtain a copy of your EHCP● Pass on your EHCP	N/A
Attend an HE transition event (if offered by HE provider)	Summer before you start at HE, no deadline	<ul style="list-style-type: none">● Ask about transition event (if offered)● Attend a transition event (virtual or in-person)	More info from the HE provider itself
Attend offer day (may be subject specific offer day)	HE provider may have an RSVP deadline	<ul style="list-style-type: none">● Think beforehand of questions to ask● Attend offer day if HE provider offers it	Host Students - Applicant Days

“I wish that I would have known more about what type of accommodations and support is available in more depth.”

“I found my experience transitioning as someone who suffers from severe anxiety, depression and agoraphobia relatively smooth as I had undertaken a foundation course at the same university but in a different building.”

4. SUPPORTED STAGE

Timing: post-entry to HE

Main Task	Deadline	Checklist	Useful Links
Obtain info on the mitigating circumstances process at your HE provider	Deadline to apply varies by HE provider	<ul style="list-style-type: none">● Obtain information on mitigating circumstances● Apply for mitigating circumstances	See the HE provider own webpages on its mitigating circumstances
Apply for exam adjustments	Deadline varies by HE provider	<ul style="list-style-type: none">● Application for any exam adjustments	Student support team at your HE provider can help with this
Access IT and library support	Anytime, but the earlier the better	<ul style="list-style-type: none">● Speak to library and/or IT team	More info from the HE provider itself
Disclosing your disability if not already done	As soon as possible after you start HE	<ul style="list-style-type: none">● Speak to Disability Services team● Access support	See the HE provider webpages for Disability Support or Services

“The transition was difficult but ultimately worth it and I really enjoy being a degree student now.”

“It took a few weeks for me to settle down, but it was worth it, and I became more comfortable with the environment quickly as it is a welcoming and friendly university. Of course, I was suffering with bad nerves, but I calmed down a lot once you begin meeting people and start with your introductions.”

MYTHBUSTING HIGHER EDUCATION

There is plenty of information about transitioning to higher education, but some information can be misleading. Find out the truth below.

MYTH

1. Higher education is for people who are good at academic courses not vocational courses.



Courses can be practical, theory-based, creative or all of these. Do your research, look at the learning outcomes/course content and decide if you feel this is suitable for you. If you have any questions around the impact of your disability towards your Higher Education study, please contact your institution for further information.

MYTH

2. Studying at university is the only way to get a degree.

You can study at an increasing range of places and get a degree. Not only at universities but also at university centres in colleges and also study for a degree while in a job.

MYTH

3. There's no point studying higher education, you can earn just as much by working.

The wage difference between graduates and school-leavers is about 35%*.

[*According to the Institute for Fiscal Studies.]

MYTH

4. You have to pay student loans back straight away after graduating.

You only have to pay back at a rate of 9% on anything you earn over £25,000* regardless of how much you borrow.

*Example: You're on Plan 5 (courses starting on or after 1 August 2023) and have an income of £33,000 a year, meaning you get paid £2,750 each month. Calculation: £2,750 - £2,083 (your income minus the Plan 5 threshold) = 667 9% of £667 = £60. This means the amount you'd repay each month would be £60. [**Correct at time of writing - August 2024.]*

MYTH

5. You can only apply to study in one place.

You can make up to five choices for higher education courses at the same institution or split between any number of institutions if applying through UCAS. Many applicants apply to a spread of institutions in order to still have options if they aren't accepted to their first choice. Other applicants sometimes apply for more than one course at the same institution, so they have a second chance at their preferred location.

MYTH

6. To study in Higher Education you have to live away from home.

Although living in halls of residence can be one way to become immersed in student life, it isn't the only option. You could live at home and commute or study online.

MYTH

7. Having a large amount of student loans will stop you getting a mortgage.

The Council of Mortgage lenders says having a student loan is very unlikely to impact on your ability to get a mortgage. As student loans are considered different to regular loans, they have minimal effect on credit checks but may be taken into account for affordability.

MYTH



8. If I state I live with a disability on my UCAS application, this will affect the decision that a HE provider makes.

Universities and colleges make offers based on each applicant's ability to meet the entry requirements, their enthusiasm for the subject area, their reference, whether it's the right course and provider for them, and ultimately, whether they can succeed on the course they have applied for. It would be unlawful for universities and colleges to refuse you a place or treat you less favourably because of your disability.

MYTH

9. Accessibility needs may affect your ability to get around campus (e.g. using a wheelchair)

Most unis and colleges will already be accessible, and will provide information about this on their websites, including accessibility 'maps'. Every university or college has a team dedicated to supporting students living with disability, so the disability adviser is a good starting point to talk through any concerns you have.

MYTH

10. Making new friends in higher education can be tough and there is little support available.

Universities and colleges have counselling services, offering specialist and tailored support. The disability adviser will know of any mentors and support groups where you can meet others with similar concerns.

TYPES OF STUDY

When thinking of higher education, many people assume a full-time, three-year degree course is the only option. There are so many more options out there, you just need to know where to look, these can include:

Part-Time Degrees
Degree Apprenticeships
Foundation Degrees and more!

Studying part-time is great for students in a variety of circumstances. These often include students who need to work alongside study, have medical limitations, have other commitments (i.e. as a carer) or for any number of other reasons. Studying part-time can help you achieve your goals without the added pressure of full time study on top of a busy home life.



Not every course is available in each format so checking with each HE provider will help you understand what is available for you.

A degree apprenticeship is a great way to work and study at the same time. Most of your time is spent doing on-the-job training and the rest working towards a HE level qualification. You have to find an employer offering a role with an apprenticeship qualification or already be employed.

Just like an employee you're paid a salary, get holiday pay and sick pay. As you'll be employed you should get in touch with your employer as soon as possible to discuss any potential adjustments you might need. You might find it useful to ask about things like location, physical accessibility and accessing reading materials.

Some employers are part of the Disability Confident Scheme, which means they meet certain requirements to show they support employees with disabilities.

UCAS have a [dedicated page](#) for support for disabled people taking apprenticeships.



PARENTS AND CARERS

As a parent or carer of someone going into higher education (HE), you are likely to be offering support, guidance and encouragement to the young person or people in your care. This may be an exciting time and it can also feel like a big step as you may be concerned about a range of issues such as the young person's workload, accommodation, finances or career prospects. This is especially true for parents and carers of students living with a disability, as you may want to feel assured that the appropriate support is in place.

Whereas a parent or carer may have been very involved in how the support was provided in secondary and further education, the focus is on the student coordinating this for themselves in HE. However, there is often a lot of support available from the HE provider and it is important to find out where to access the support.

When people enter into HE, the data protection guidelines mean that HE providers cannot pass on information about a student to their family. Therefore, parents or carers do not receive regular updates on the student's progress, the nature of their disability support or their wellbeing. It may also mean that if you contact a student support service, such as a disability service, although you can pass on any concerns, you may not receive any feedback on the action that has been taken.

There are a number of things you can do:



Try to find out as much as possible about the application process for HE. There is some useful information in the UCAS Parent, Guardian and Carer Guide.



Find out about the Disabled Students' Allowance process and encourage the young person to consider this and apply as early as possible.



Find out information about the HEP that the young person is interested in. Have a look on their websites for information about disability and support services.



Take up opportunities to visit HE providers on Open Days or course information events as there are often staff present who can discuss how support is put in place for students living with a disability.



Contact the Disability or Support Service to see if you and the young person can have an appointment with an adviser in advance of the student starting their studies. Many HE providers will offer this opportunity so you can find out together how disability support is put in place in HE and what information the HE provider requires. You can also ask who the student should contact if they need additional help during their studies.



Approach the Disability or Support Services to ask if they have a procedure for sharing information with you about the student or what you should do if you have concerns about them. Some HE providers may share information with you about specific issues if they have permission from the young person.

WHAT TO EXPECT: DIFFERENCES BETWEEN FE AND HE

Whether you decide to stay on at your FE provider to study HE (HE in FE provider) or to attend a university or conservatoire, you will notice some differences between HE and FE, which relate specifically to what you can expect as a student living with a disability. Below are some of the changes you can expect once you (or as you) transition to HE. Note, you are encouraged to do your own research into support at each HE provider.

- 1. You become an adult at 18.** This means that confidentiality rules now apply to your disability. It is up to you to consent for parties to share information e.g. for your hospital to share details with your GP etc. and/or to keep the different parties informed yourself. This includes your parent/carers - see Parent/Carer section.
- 2. Storing of medication, if needed.** Some disabilities require medication that may need to be stored in a fridge and/or administered by someone else. In terms of storing medication, HE providers often cannot do this for you and so you will need to make alternative arrangements - seek advice from Disability Services.
- 3. Personal care is different. In HE,** you would be expected to take care of your own personal care needs. Whilst HE providers cannot offer personal care, they can help signpost you to places to advertise for staff to help you. This includes local job boards aimed at those who want to work in care and the student job boards.
- 4. You are in control of any support you may need.** Whether you need personal care, a companion or someone else to help you with your disability, the staff are yours to manage. The HE provider will help with a notetaker, if needed, but other staff are yours to find. At some HE providers, best practice involves training up support staff to become a note taker in HE so you manage just one individual, not a whole team of staff.

RESEARCH OUTSIDE OF STUDIES

Whilst everyone will do some form of research into their HE options, there is additional research that disabled learners will do to prepare for HE. In terms of research outside of studies, these are the questions to consider/ask in relation to accessible buildings for disabled learners. Some questions you may want to ask are included below. The best people to ask differs for each HEP but some good places to start are the admissions team, disability support team and library staff.

Are hearing/
induction loops
available in lecture
theatres?

Where are green
spaces at HEP or
nearby publicly?

What is the
stair free route?

Are there
dog pens
at the HEP?

Where are the quiet
spaces to study?

Is there a map
available
of HEP?

Have you disclosed
your disability yet?

Where are the places to
rest e.g., common rooms?

Do they have
cafes and vending
machines etc.?

Is there a dark place
you can go?

Will my lectures
be recorded
to watch back?

TOP TIPS FOR ACCESSIBLE ACCOMMODATION

Staying away from home? Here are our top tips!



Find that key contact/email. Find out who to speak to about accommodation with regards to your requirements and ensuring that it is accessible for you.



Find out what accessible accommodation means e.g., some may be suitable for wheelchair users, while other places may not be suitable.



Ask for a tour beforehand. Open days and offer days often include tours of standard (i.e., not accessible) accommodation so ask for a tour of accessible accommodation before committing to live there for a period.



Consider accommodation type, such as, catered (HE provider will provide meals) vs self-catered (you cater for yourself so may need to shop more etc.)



Look at the location. Is there a slight incline, do you have to get a bus, the bus frequency, distance, extra room for equipment or staff etc.

USEFUL LINKS

AbilityNet - A Digital World Accessible to all

ACAS - Mental health at work

Access to Work - Get support if you have a disability or health condition

Autism Education Trust - Transition to Employment Toolkit

Blind in Business - Helping blind and partially sighted people into work

British Dyslexia Association - Employment Advice & Info

Charityjob - Helping people with mental health difficulties find work

Chronic Fatigue Syndrome - Disability Advice Hub

Diabetes UK - Work and diabetes

DSA Forms - Application forms for 2025 to 2026 full-time students

Dyslexia Foundation - Looking for work

Dyslexia Scotland - Empowering people with dyslexia to reach their full potential

EmployAbility - Solutions for a disability-inclusive workplace

GOV.UK - Looking for work if you are disabled

MIND - Mental health at work

MyStudent Plus Club - Guidance and advice to students living with disability and those with long-term conditions

National Autistic Society - Free online course on finding employment

National Autistic Society - Advice and Guidance on seeking work and support at work

NDCS - National Deaf Children's Society

NDCS - Information and support about work

RNIB - Equality, rights and employment

RNID - Information and support about work

SCOPE - Supporting people with mental health issues to find work

UCAS - Student focused content

If you have any feedback on this pack, please send it to grows@glos.ac.uk