Transcript of Jisc and University of Kent Opera Project video 2.

Jonjo Brady: It's still interesting - the experience of being a disabled person, you know, living my life. I always look for that double-take when people realise I'm a human being. It's less and less for people of my age or people younger than me and more from people who have not experienced some one in a wheelchair before because then when they were growing up it was just not talked about. I'm Jonjo I have been at the University of Kent since 2011 as a student and now staff member, I currently work in the law school teaching undergraduate modules.

There's the physical sort of obstacles which have never really been a problem on campus, I think more intellectual and social barriers were the ones that I faced - I guess by intellectual I mean access to learning itself and access to materials. In my first week I was freaking out at the time, now it's so much easier I can access the electronic law library and pop something up in seconds.

Louise Price: Our process very much makes inclusivity and accessibility part of the everyday process. It's ensuring that reading lists are as accessible to students with individual learning plans as they are to students without the plans. So we ensure that eBooks are linked directly to reading lists, this so that a student with an Inclusive Learning Plan (ILP) doesn't have to click through the catalogue. When they're using the reading list they immediately click on the resource and it takes them straight to the book. The key is that there are no barriers to resources or to learning for any student for any reason and that's not having a big sign that says 'we're accessible' it just means that all of our processes are fused with accessibility.

Ben Breen: I'm Ben. I was a totally blind student at the University of Kent studying drama and theatre. I did a musical theatre/dance module and it's a module that most people would actually think would not necessarily work if you can't see - given that dance is a very visual format.

It's mostly about muscle memory, the lecturer and workshop tutor was influential in actually making it work. Before class we would actually work through the steps that we would be learning that week, at times that would be physically placing my arms and my legs where they needed to be but other times it would be a case of (so I could understand the
motions) it would be sort of a practical example of how it should feel so that by the time we actually got to it in class I knew enough that I would be at a similar level - if not slightly above - my sighted peers.

**Jacqui Double:** It's one thing to write down a plan of what you need to do to make things accessible for students or for an individual; it's a completely different thing to stand up and actually make the plan live. I think what we did is project forward, looking in detail with teaching staff and with myself and with the student where we thought there might be flashpoints, difficulties and creatively put some ideas in place of how we could make that work for the student without them noticing that we were putting all that work in upfront.

It was coming from a real lived experience rather than someone trying to work out what might happen.

**Jonjo Brady:** There have been initiatives in the past where we tried to enforce these things but that didn't work because it's more than just about, you know, begrudgingly doing things. It's about creating this culture that it is normal to do it.

**Louise Price:** Accessibility is not other, it's not something that we do as well as what we do, it is what we do. So what we've done is make it just part of the everyday process, it isn't something that is going to take people out of a team or take hours of work, it can be embedded into your current processes.