



The Disability Rights UK magazine, resource, and toolkit co-edited with and for young people

**Stay informed with news and information on your journey through education, training and work**

## **Sixteen - what next?**

This Get Ahead magazine edition covers information on Further and Higher Education and looks at post-16 pathways, support, qualifications and experiences from learners.

### **Accessing Further and Higher Education (FE and HE) as a disabled person**

Further and Higher Education can be a great way to pick up new skills, open new career options or prepare for vocational training as well as the social and mental benefits too. This is no different for a disabled person and a college or university can and will help you break down barriers to access the education and qualifications you choose.

### **Are there limited options for me as a disabled student?**

No not at all! Whether you are 16 or 60, there is a huge variety of courses available. Options range from courses covering the basics of reading, writing and numbers to GCSEs, A levels, and degrees. There are also opportunities to get into work-based learning including apprenticeships. This is something your school or local Job Centre can also help you with.

### **Can I get the financial support I need?**

If you have a disability, health condition (including mental health conditions) or a specific learning difficulty, you may be entitled to claim extra financial help as a student.

# What is positive and possible during the pandemic



by Elaine Dale

At City College Norwich our approach to support for disabled young people is no different to any situation we are presented with. We look to the individual needs and the environment and adjust practice.

To help us, we use the support national standards to guide and modify best practice strategies. For example, we use social distancing to explore 'what's positive and what are possible solutions'. As a result of this practice our learners have quickly become independent and will try to problem solve themselves before asking for help.

We encourage learners to mind map to capture instructions and ideas with simple words. We encourage our learning support staff to step back and keep a safe distance and if they sit alongside a learner, this should be for short bursts and no longer than 15 minutes. This is obviously difficult for some of our more complex learners, but we group in small bubbles and have individual risk assessments and strategies. Support staff safe working practice examples can be found [here](#)

From a student's perspective:



Lara is studying at the college and is working towards achieving her aspiration. She hopes to successfully complete Painting and Decorating Diploma, Level 3 course to progress on to an Apprenticeship or paid employment and is keen to undertake as much work experience as she can and notes:

*'I am hoping to work with company or live on site to complete my work experience in Grand Hotel at Brighton.'*

Lara is profoundly deaf and uses BSL to communicate. Her classmates wanted to gain an understanding and awareness of her situation, so staff and learners wore noise cancelling head gear to get an insight into being deaf. At the end of the deaf awareness session, a learner suggested replacing a frequently used words with a sign.

Every day the learners add a new word to their expanding sign vocabulary and sign every time, rather than say the word, for example 'wallpaper'. Lara tells us that the word learners most like to use is 'break'.

The BSL team have been promoting inclusion and deaf awareness to enable staff and learners to say short phrases using British Sign Language (BSL) creating a glossary on our virtual learning platform. You can see a sample of this [here](#).

Lara is passionate about her voluntary work, using her skills and qualifications to support the community and has volunteered abroad, putting put her skills to good use, noting:

*'I have also had two-week volunteers/work experience living in France to transform the single abandoned damaged room to the room where they are named after me for many other people who want to book in that room.'*

Previously, Lara worked in Sri Lanka as a volunteer repairing a children's dormitory at a deaf school.

*'I truly enjoyed my time there so greatly and would love to do more of this.'*

When you ask Lara about her thoughts on gaining work, she knows she has to work hard and look for opportunities. Lara notes:

*'Apprenticeship being rare in painting and decorating area. I am willing to grab every opportunity to expand my knowledge and skills. I have been told that I have great skills and it would be amazing to share them in many ways.'*

During the first lockdown Lara said she struggled with working online initially but working with her community support worker (CSW) they used a virtual learning platform to carry out learning.

Lara noted at the time: *'It was difficult because of being dyslexic and deaf I am a visual learner but recording the sessions through sign allowed me to refer back to for revision. This was really useful and as a result I passed all my exams.'*

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## Further Education

**Entering Further Education is a great opportunity for learning new skills and expanding career options and should not restrict the choices for disabled young people**

In England, your education is free until you are 19. If you have an Education, Health and Care plan (EHCP), you can get funding for Further Education up to age 25. What is funded will depend on the outcomes and needs specified in your EHC plan, and the decision of your Local Authority.

Many courses in reading, writing and basic maths are free, and you may not have to pay for tuition if you're under 24 and studying for your first **qualification** equivalent to GCSE or A level.

From April 2021, any adult aged 24 and over who wants to achieve their first full **level 3 qualification**, which is equivalent to an advanced technical certificate or diploma, or 2 full A levels, will now also be able to access hundreds of fully-funded courses.

If your local college or training provider is not able to offer you a fully funded Level 3 course, we recommend you contact the **National Careers Service** to get information about alternative providers.

### The skills bootcamp programme

Complementing the level 3 adult offer, skills bootcamps offer free, flexible courses of just 12 to 16 weeks. They give people the opportunity to build up sector-specific skills and fast-track to an interview with a local employer.

Full details of the above offers can be found in the **National Skills Fund guidance**.

# What financial help is available in Further Education?

**Check it out:** Depending on your circumstances and the subject you're studying, you may qualify for:

- **Learner Support**
- **Residential Support Scheme**
- **Care to Learn**
- **Dance and Drama Awards**
- **16 to 19 Bursary Fund** to help with your education-related costs
- **Advanced Learning Loan** to help with the costs of a college or training course if you're 19 or older



designed by: " syarifahbrit / Freepik"

If you're aged 19-24 and have very high support needs, you may have an EHC plan and get individual funding from your local authority. If not, the college can apply for extra money called **Exceptional Learning Support**

Contact your college student support or welfare officer for more information on how to apply for funds.

Colleges and training providers are not allowed to turn students away due to the cost of their support, nor are they allowed to charge students for their support. Under the Equality Act 2010, they must make reasonable adjustments to avoid disabled students being placed at a 'substantial disadvantage'.

The Independent Provider of Special Education Advice, **IPSEA** provides a wide range of resources to help you go through the steps for EHCPs and negotiating with local authorities.

## Discretionary support funds

Discretionary support funds help disadvantaged students, such as disabled students or those on low incomes with the costs of Further Education. Each college has its own policy on who is eligible for funding and what they will provide grants for. Grants can cover the cost of:

- childcare
- books and equipment
- transport to and from college
- field trips
- examination fees

## **Grants for disability costs**

You may be able to claim grants from charitable trusts to help with the extra costs of disability. **Use the grants checker** to find out what grants may be available to you.

The Snowdon Trust provides grants for disability-related Further Education costs not covered by Government funding. **Apply for a Snowdon Trust grant.**

For further information on Further Education, tuition fee loans, bursary funds, transport issues or charitable trusts, go to our DR UK **Funding Further Education Factsheet** or contact our student helpline:

- Opening hours: 11am-1pm on Tuesdays and Thursdays.
- Telephone: 0330 995 0414
- Email: **students@disabilityrightsuk.org**

## **T Levels:** A new career-focused alternative to A levels



T Levels are a new qualification for students aged 16 to 19 who've finished GCSEs. They are the biggest reform to vocational training in a generation, giving young people the skills, knowledge, and attitude to excel in their careers. They will suit students who wish to start working towards a skilled occupation, prefer a practical approach to learning and want a predominantly classroom-based course.

With 1 T Level being equivalent to 3 A Levels, T Level graduates will have opportunities to move straight into work, to further study or an apprenticeship.

**What skills are available?** Over the next few years, T Levels will scale to include 24 courses, covering **11 skill areas**.



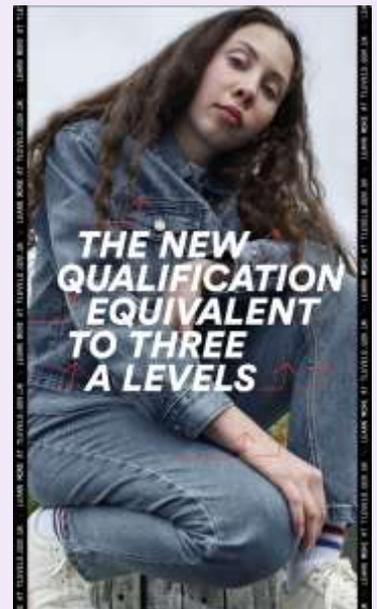
The **Amazing Apprenticeship** website has a great collection of resources and activities designed for teachers, careers staff, students and parents that will help you to understand all there is to know about the new courses.

### **Do the T-level quiz!**

Suitable for students and teachers alike, take this short T Levels quiz to challenge yourself and see just how much you know about T Levels!

Find out more about T Levels at **www.tlevels.gov.uk**

<https://www.tlevels.gov.uk/students>, #TLevels #TechEd. @TLevelsgov



**Throughout this magazine we hope to help you break down barriers and dispel beliefs that as a disabled person you do not have the option of Further or Higher Education or support to access it.**

# Doing a supported internship and apprenticeship at a FE college

by Will



My name is Will, and I am 21 years old. I have an EHCP to support me with my learning. I am a very sporty person, but I mostly enjoy playing cricket.

In 2019 I went on a Supported Internship program with West London College, Hammersmith and Fulham Council, and L'Oréal. When I first started, I knew nobody, whilst other people had known each other from previous colleges.

I did 2 rotations. The first rotation was helping out at L'Oréal reception. The main roles included answering the phone and sending emails properly. I liked the rotation, but they unfortunately couldn't offer me a job.

My next rotation was at Nando's. My main roles there included seating customers as well as meeting and greeting them. Although they didn't have a job for me at that specific restaurant, the manager saw how much love I had for the company, so she sent out an email to all the restaurants to promote me.

Within about 30 mins the Nando's at Chiswick came forward and asked me to go for an interview the following Tuesday. On the day, I was very nervous as I didn't know what to expect. The interview took about an hour and she gave me the job. I was very pleased and excited; I have been working there now for about 6 months and I really enjoy getting paid. I also enjoy working with other people and getting advice from them as well as chatting with them.

In addition to this I am also on a paid inclusive apprenticeship as a Learning Support Assistant. The students that I am working with are between 18-25 and have Special Educational Needs and Disabilities.

I have been on the apprenticeship for one year and worked during lockdown, which was quite a challenge but also fun as well. I could continue doing my work at home, as well as being able to chat to the students and staff regularly via Google Hangout or Zoom.

I enjoy being in a college environment, but it can be quite a challenge having to switch from being a student to a staff member. I also have to remember to set an example to the students as I am a staff member now.

My teacher Rachel has been with me throughout the internship and apprenticeship. She has been there to talk things through with me and she also pushes me to the best of my abilities. Sue Jenkins has also helped me through the internship and apprenticeship. My job coach Louisa also helped me apply for the job at Nando's. They have both been there if I needed somebody to talk to as well as give me advice.

After a long day at work, I de-stress by going for a run most afternoons and evenings or do a Joe Wicks PE workout.

If I were to give anybody advice as to whether to apply for an inclusive apprenticeship I would say yes, go for it. This will give you a pathway to what you want to do in the future, so enjoy every single second and have fun.

# What I'm learning from the Apprenticeship programme



by James

Doing an apprenticeship has given me opportunities to work in different environments. There are many roles you can work in within a workplace, and you have access to working in a variety of roles through an apprenticeship. You also learn as you go through the course and you're provided with support throughout your development.

As a college teaching assistant, I'm working in Art, Multimedia, Employability Skills, Life Skills and Sports classes specifically for young adults with autism and disabilities in the Hammersmith College Inclusive Learning Centre. I support students academically and pastorally while collaborating with my colleagues on ensuring that the students know we want them to succeed as they embark on their learning experience and fulfil their potential.

James and Daniel

Through the apprenticeship, I'm developing my leadership skills and social skills by keeping students in the right direction and being a responsible influence for them with the understanding I have of where they are as someone with autism. I also study outside of the classroom as I acquire and build up on knowledge as the weeks of work go by. The key to the apprenticeship course is being a keen learner.



Autism and disabilities don't hold anyone back, and you recognise this especially when you're with this group and you witness the work they can produce and put in. Like everyone else, they express who they are, give to the society and the world and along with the rest of the people continue to keep going.

You can find more information on [inclusive apprenticeships](#) in the [Guardian](#) education supplement.

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## Students unable to access online exams (HE)

With remote exam platforms leaving blind and partially sighted students unable to complete their exams, Higher Education Providers must urgently review their exam practices, says Thomas Pocklington Trust (TPT).

Many of the new exam platforms block assistive technology and screen adjustments on which blind and partially sighted students rely to access on-screen information. This has led to many facing delays in taking the exams or additional risks during Covid-19.

The charity has today published guidance to help Higher Education Providers tackle the issue. [www.pocklington-trust.org.uk/student-support/resources-for-professionals/exams-during-covid-19-guidance](http://www.pocklington-trust.org.uk/student-support/resources-for-professionals/exams-during-covid-19-guidance)

# Neurodiversity is us all

Our brains all different and how we see, hear, touch, communicate and understand our world will be different. No-one is good at everything.

1 in 6 of us have a very 'spiky profile' with great strengths but also challenges where support can be helpful. If you are over 16 years you can have a look and see what your spiky profile looks like: <https://profiler.app/nd-app/>

If you are a parent, you can use the Parent Neurodiversity Profilers too.

## Neurodiversity Student 101: Helping you with organisational skills

Do-IT>

### Why do some people have difficulties with organising themselves and their possessions?

Some people can find planning and managing their time and organising their possessions harder to do. This is called executive functioning skills. Some people have specific challenges.

These may include:

- ❖ Poor time concepts- not being time aware
- ❖ Hyper-focusing on other tasks and finding it harder to switch tasks
- ❖ Difficulties forward planning
- ❖ Difficulties dividing tasks into parts
- ❖ Difficulties deciding on priorities
- ❖ Not placing things in a regular place so spending a lot of time looking for items
- ❖ Not using a diary system or external prompts as reminders
- ❖ Not being sure what 'tidy' looks like
- ❖ Not learning from past mistakes



### What can help?

- ✓ Think about what are your specific challenges so you can focus on these.
- ✓ Use a diary system for everything on phone and computer and put in all deadlines/appointments/social events as soon as you know them.
- ✓ Use colour coding to separate items and subjects such as for timetables and to help you to find different documents easily.
- ✓ Use visual and audio reminders e.g. alarms on phones/computers/ timers/clocks/ watch alarms as prompts and reminders
- ✓ Use visual reminders as prompts such as Post- It notes on your laptop/ bedroom wall.
- ✓ Get into a habit of placing items such as phone/keys always in the same place when coming home.
- ✓ Pack bags the night before school or college.
- ✓ Ask for a template or an example of an assignment so you know what to aim for.
- ✓ Start each day with a to-do list and at the end of the day write down anything you need to carry over.

See [www.doitprofiler.com](http://www.doitprofiler.com) to learn about your own strengths and challenges and gain personalised guidance with the Neurodiversity Profiler

# Higher Education: Obtaining a degree with disability- my learning curve



by Luke Nadin

In 2010 I began to research possible university destinations for me to obtain a degree. It quickly became apparent that I needed a course that suited me and my learning. My passion for building websites and designing applications were a deciding factor for me to go down the technology route.

I also had to decide whether I wanted to stay at home or move away, after having conversations with my parents and those closest to me.

I decided to move away from home and fully immerse myself in the University experience. But I knew that I also wanted to be close to home if there were any issues.

The next step was going to university open days and attended three. I felt very nervous on the first one, but on the last one it was a less nerve-wracking experience as I knew what questions to ask the relevant people.

I think it's important that you have a set of questions that you want to ask people before you go to the open days so that you get the information that you require before you make your choice. It's important to have a conversation with a disability adviser from that University to discuss any concerns that you have regarding access, lodgings how the course is going to accommodate you.

The first thing you should do after going to be open days is start applying for all the funding grants that you have access to this also includes any student loan applications and or DSA funding. DSA (Disabled Students Allowance) funding can help you with purchasing equipment, having a personal assistant on campus (to help you with your lectures and seminars), and notetaking.

DSA funding can also help with buying the relevant software for your course such as Dragon NaturallySpeaking read and write gold or ZoomText.

To make sure you get the DSA funding start the process early because it can take a long time to get the equipment and to have an assessment. These assessments usually take place at the University before you start the DSA process can take up to 3 months.

<https://www.ucas.com/finance/additional-funding/disabled-students-allowances-dsas>

After visiting all the universities my next job was to inform social services of my decision to move away from home.

During my first year I found it very difficult to balance my learning and be able to enjoy everything that university has to offer. I found that I was burning the candle at both ends and struggling to cope at the end of my first year I had to go back and resit my exams due to me failing the first year.

When the resits were complete I then went away for the summer and found out that I had failed the retakes when I went back in September 2012. This was a big crossroads for me, as I wanted to keep going in my web technologies course, but the head tutor wanted me to consider other options.

They suggested moving to Business Information Systems. I would not need to retake the whole of year, as I had enough credits to only take certain units. This was the best decision of my life to switch to business Information Systems.



Sometimes you must go through hardship to get to the end goal and have a good support system, whether that be with family or university.

If you do struggle, then you should ask the advice of the disability officer and see what kind of information is applicable to you. They are very approachable and know a lot about the University system and the kind of support that is needed if you have a disability.

I know University is not for everybody. I know people may struggle sometimes, but for me University was the best experience of my life, and something that I will never forget, and I am sure that the experience that I gained living away from home, has stood me in good stead over the last five years I will be.

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## Disabled Students' Allowance (DSA)

If you have a disability or specific learning difficulty and are studying in Higher Education, you may be eligible for Disabled Students' Allowances (DSAs). These allowances cover extra disability-related costs or expenses you have while studying which are over and above those provided as reasonable adjustments by the college or university.

This can be used to pay for specialist equipment, non-medical human support, general support such as a fridge to store medication and additional disability related travel costs.

For more information go to our [Applying for Disabled Students' Allowances \(DSAs\)](#) factsheet.

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## Assistive Technology by Luke Nadin

Assistive Technology is any device or software or equipment that enables a person to perform a specific task and work around any challenges they may have.

### Super Reading (SR)

Super Reading is a comprehensive program that addresses every area of learning and reading, making brilliant readers of virtually anyone, including dyslexic people. Five studies across 33 universities conclude that all SR graduates became better readers than their non-dyslexic peers.

On one level, Super Reading solves the problems around poor focus and comprehension through strategies of eye guidance and organisational tools like previewing, feedback and reviewing. Long-term learning is further supported by powerful memory tools that are simple and fun to use. The unique Eye-Hop App allows readers to absorb five to eight words per glance instead of only one or two.

For more information please visit: [https://www.youtube.com/watch?v=hf1-K4fnb\\_E&t=10s](https://www.youtube.com/watch?v=hf1-K4fnb_E&t=10s)

## The benefits of Student Unions by Zan

As many graduates will tell you, going to university is so much more than studying for a degree. Although your course will give you specialised knowledge in your desired field of interest, there are dozens of extra-curricular opportunities to get involved in that are fun, rewarding, and most importantly, highlight key transferable skills to future employers.

Most universities will have a Students' Union (sometimes called a Guild) that offers a variety of activities to get involved in. They will typically be based in the heart of your university campus, offering social spaces, academic advice and wellbeing resources - though many now have a variety of online events and support if you are self-isolating or shielding.

Societies are student-led groups supported by the Students' Union that offer you the chance to meet with students with similar interests to yourself – it could be anything from gaming to cultural backgrounds, charities to Doctor Who! Many Societies will run fundraising events or have volunteering opportunities for your local community, so get involved in something that interests you.



You could even apply for a Society Committee position where you can become a Student Leader and run events for students. Roles could include jobs like President, Secretary, Treasurer, Social Media Coordinator – it depends on the society and what skills you'd like to develop. Your Students' Union may even have Societies for disability and mental health, where you can meet other disabled students from outside of your course and share your experiences. Can't find a society that suits you? You can set

one up yourself! Ask the Activities Team at your Students' Union on how to get started – taking the initiative to set up a Society for students to enjoy looks amazing on your CV.



Interested in student politics and creating a positive impact for all University students? Your Students' Union may have a Student Council or Feedback Forums that you can join. These offer you the chance to vote on key issues affecting students, working with the Sabbatical Officer team to enact widespread change that will help students. Want to pressure your University to go fossil free?

Need cheaper food on-campus? Do those lifts need more frequent maintenance? You can submit a policy or discussion item for debate to make these things happen! Some Student Councils also have a Disabled Students Officer role, whereby you are elected to represent all disabled students at your University and work with staff to run campaigns and projects that will benefit your peers. Check your Students' Union website to see what is available.

If you are already volunteering your time outside of University, such as in a foodbank or charity shop, your Students' Union will most likely have a Volunteer Recognition Scheme, which you can successfully complete alongside your degree. This accreditation will highlight to employers how many hours you have committed to voluntary work alongside your degree, though some schemes also accept the hours you put into paid part-time work.

To qualify for Volunteer Recognition, you may need to have a mock interview or written application to demonstrate what skills you have learnt in your role, but this will help you articulate your key strengths and any challenges you have overcome, some of which you may not have even realised. Plus, who doesn't like getting rewarded with a certificate, LinkedIn endorsement, or even a fancy University award for their hard work? Ask your Students' Union to see what schemes they have available. And most importantly, don't be afraid to get stuck in!

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## Disabled Students Helpline

By Rundip Thind

With the shift from face-to-face teaching to online platforms prompted by the Covid-19 pandemic, disabled students have faced many challenges in fully accessing their courses, engage in learning activities and show their knowledge and strengths at assessment.

On the Disability Rights UK Disabled Student Helpline we hear from disabled learners that have found themselves without the necessary support and adjustments to study online and seek advice on what they could expect in the form of adjustments from their education provider to address their individual challenges.

Below are few of the issues recently brought to our attention on the helpline:

A high number of problems shared with us relate to inaccessible learning materials studying remotely.

PowerPoint slides, handouts and plans for a teaching session are not always made available electronically in advance. Students with anxiety, autism and sensory impairments have highlighted difficulties processing information, reviewing slides and taking notes at the same time. This also prevents the ability of some disabled students from contributing, particularly in tutorials where it would be helpful to know in advance if a session is to be interactive, with questions asked.

Students with visual impairments are finding learning materials to not be compatible with screen readers which read and navigate course documents.

A high number of neurodiverse students and students with mental health impairments have reported concerns with online conferencing. One of the main difficulties highlighted is the high degree of multi-tasking involved with online conferencing when all facilities available are used, such as video, audio, whiteboard, Q&A, Chat, moving to polls etc. Further stress is caused when disabled students are asked to use different platforms by different members of academic and support staff. A few students also feel unable to make contributions via Microsoft Teams/Zoom if both video and audio are turned on and prefer to type their contributions via the 'chat' function.

Students have complained about issues with automatic captioning provided by Teams and Zoom. Students advise that the captioning accuracy is affected by a range of different factors such as bad internet connection, the speaker has an accent or where there has been background noise on live videos. Accurate captioning is crucial for their academic success.

The legal requirements on education providers to make reasonable adjustments for disabled students has not changed. The Equality Act 2010 duties remain in place without temporary modifications by the Coronavirus Act 2020. For more information on the rights of disabled students see our factsheet 'Understanding the Equality Act: Information for disabled students' [www.disabilityrightsuk.org/understanding-equality-act-information-disabled-students](http://www.disabilityrightsuk.org/understanding-equality-act-information-disabled-students).

If you are having difficulties accessing your course, it is important to let your education provider know as soon as possible. You should speak to a member of staff such as your personal tutor or the staff member responsible for supporting disabled students, normally referred to as the Disability Adviser and discuss the adjustments you need. For more information on adjustments see our factsheet 'Adjustments for disabled students' [www.disabilityrightsuk.org/adjustments-disabled-students](http://www.disabilityrightsuk.org/adjustments-disabled-students).

For information and advice on the support that is available for disabled students please contact our Disabled Students Helpline on Tuesdays and Thursdays between 11am and 1pm on 0330 995 0414. Alternatively, you can email [students@disabilityrightsuk.org](mailto:students@disabilityrightsuk.org).

We also produce a range of education factsheets that you can see here: <https://www.disabilityrightsuk.org/how-we-can-help/benefits-information/factsheets/education-factsheets>

When COVID-19 hit, I knew that it was going to impact me for the rest of my life. As an immunocompromised college student, I knew that it wasn't safe to return to my University, so I started thinking about what I should do. The whole pandemic exposed me to the vast injustices that disabled young people face and the fact that we were forgotten about in the diversity conversations that bloomed in the summer of 2020.



In addition to taking my university classes on Zoom and through the computer, I completed an internship with Disability Rights UK, an organization that allowed me to grow and learn about the disability rights industry that I want to work in in the future.

Interning has given me the opportunity to learn from professionals in the workplace as well as expand my own skills to make myself more appealing for employers in the future. Through the course of my internship, I have been able to learn more about what it takes to work in a professional environment, and I have found the projects that I am passionate.

I was able to complete the internship through a program at my University that allowed me to get academic credit for completing the internship. This was a great opportunity because I was able to further my degree while adapting to the COVID pandemic. The program helped me streamline my resume and we participated in workshops about how to write an effective cover letter and how to grow as a young person searching for employment.

I would highly recommend a similar program as I thought I learned a lot from the experience. I now have a greater sense of what I would like to do as a career after finishing my degree and feel as if I have grown in a professional capacity. Balancing working an internship and my academic courses was difficult, but it taught me a great deal about time management and hard work.

University during a pandemic is difficult. It is definitely not the experience that we thought that we would be having, and I have even considered if it is worth it. I am shifting my mindset to look at this change as a chance to experience things I would have otherwise not have done. Moving forward I will continue to look back on my experience interning with Disability Rights UK as one of the pivotal moments in my career and the opportunity that allowed me to grow as a student.

# Accessing Sport Through Lockdown: Adaptive Boxing

By Roxanne Steel

“Boxing is as equally cerebral as it is physically.”

Boxing is about having a conversation between the brain and body.

This is something Cerebral Palsy actually inhibits on a daily basis. In theory boxing is my brains worse nightmare.

Breaking down those drills and slowing those moves and stitching together enables me to be the boss of my body for that hour, adapting something I can't do into something I can.

The functional benefits of the exercise being stitched into daily life.

I couldn't be more grateful for a sport that on paper I have no place being involved with, but with the right people and understanding it is in fact the best place for me.

I think Adaptive Boxing could be used as an engaging and effective therapy for Cerebral Palsy, Mental Health and other forms of rehab from my own personal experiences,

Having Luiz as a Coach has in my opinion been a big driving factor in what makes this sport so effective. Having a Coach in a wheelchair who is dealing with a level of limitations herself shouldn't be underestimated.

As disabled people we spend a lot of time wanting to break down misconceptions people may have of us whether this be consciously or unconsciously.

Adaptive Boxing helped me with some misconceptions I had about myself.

I recommend anyone who may have barriers to partaking in traditional exercise give this a go.

To find out more go to:

[https://www.instagram.com/kronik\\_warrior\\_adaptive\\_boxing/](https://www.instagram.com/kronik_warrior_adaptive_boxing/)

Email: [kronikwarriorboxing@gmail.com](mailto:kronikwarriorboxing@gmail.com)

Or search for Kronik Warrior on Facebook

forever grateful to the people that I have met and the people I still call friends.



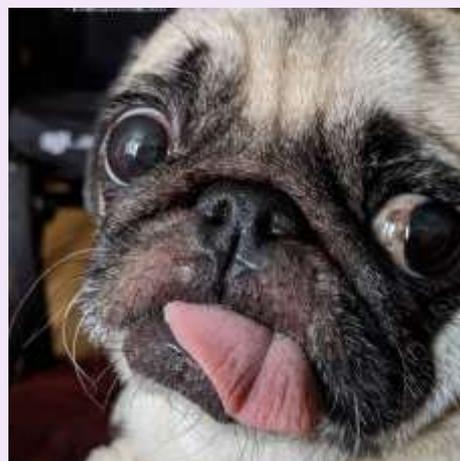
Roxanne and Luiz Faye, Adaptive Boxing coach, Kronik Warriors UK



This London landscape is a collaborative piece of art from students at Daventry Hill School. Different materials and textures were used. The rationale behind the landscape is 'British Values' about respect, tolerance, community and resilience. All the students were very interested in learning more about London and famous landmarks and they would all like to visit London once restrictions have been lifted, as none of them have ever visited our capital city.



Painting by Cameron Lynch



Jarvis

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## Disability Rights UK online resources

<https://www.disabilityrightsuk.org/>

**Get Yourself Active:** Find ways to get active in your local area in a way that is right for you.

### Online Factsheets:

- **Careers and Work** factsheets
- **Education** factsheets and guides
- **Doing Careers differently**

### DR UK student helpline

- Opening hours: 11am-1pm on Tuesdays and Thursdays.
- Telephone: 0330 995 0414
- Email: [students@disabilityrightsuk.org](mailto:students@disabilityrightsuk.org)

# The co- editors of Get Ahead magazine 3



Roxanne



James



Will



Zan



Luke



Finley



Scott



Dylan



Noel



Chayse

**Be part of Get Ahead and share your talent!**

- **We are looking for budding young journalists, artists, and photographers to write articles, or share their ideas and experiences in our Get Ahead quarterly magazine and monthly newsletter.**

**Issue 4** will focus on the social model of disability. We welcome your views!  
The deadline for sending contributions is **15<sup>th</sup> May 2021**.

# Contact us:

 Email: [getahead@disabilityrightsuk.org](mailto:getahead@disabilityrightsuk.org)

 Twitter: [@GetAheadDRUK](https://twitter.com/GetAheadDRUK)

 Instagram: [@GetAheadDRUK](https://www.instagram.com/GetAheadDRUK)

 Videos: [YouTube](https://www.youtube.com/GetAheadDRUK)

 [Get Ahead webpage](https://www.getahead.org.uk)

 Website: <https://www.disabilityrightsuk.org/>



## We like to hear from you!

Give us your feedback and contact:

[getahead@disabilityrightsuk.org](mailto:getahead@disabilityrightsuk.org)

For a text-only and large-print version of the Get Ahead magazine:

email: [Get-ahead@disabilityrightsuk.org](mailto:Get-ahead@disabilityrightsuk.org)

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**We are disabled people leading change,  
and the voice of young disabled people  
must be central to that change**

