



# Creating Inclusive Learning Environments at Oxford: Reflections on Abrahart vs University of Bristol

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- Failure to make reasonable adjustments under the Equality Act 2010 to prevent disadvantage, disability discrimination and indirect discrimination
- Policies, processes and regulations are not ‘the law’
- ‘Constructive knowledge’ – expert judgement not always needed
- Assessment formats  $\neq$  competence standards

Core principles demonstrated by High Court ruling



- Most students should still register with DAS, but you can make some reasonable adjustments without or before a DAS recommendation
- Proactively anticipating disabled students' needs (embedding inclusive practices) reduces the need for individual adjustments
- You are not alone – [DAS briefing note](#) and [University implementation guidance](#) include example scenarios and support resources

What does it mean for us?



How do we position these duties within a pedagogically sound enabling framework in which students can grow and develop as active learning partners?

Enabling framework



**Thank you for  
listening**

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