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Area of work:

Sabbatical Plan Goals

Coronavirus:

Please bear in mind that due to the Covid19 crisis much of the campaign side of my role has been affected and I have tried to run virtual/online exclusive campaigns instead, but naturally it is significantly reduced. Instead, I have taken more of a support lead role and continued to tie up existing projects.

Please also excuse the lack of detail that's usually in this report, I have taken a lot of Annual Leave over May, so it'll mostly be in bullet form. I'm happy to expand on things if needed

Build on Sexual Violence Work

Special Considerations

I have proposed various changes to the special considerations process when using sexual harassment, assault or rape as a reason for impact. The main changes are:

- 1- Changing the language to be more accommodating/less stressful
- 2- Recruit or train a specialist/ISVA to sit alongside special considerations processes for schools to support
- 3- Change the requirement of evidence to not force the victim to disclose officially but include letter from another student, trusted member of staff or family member.
- 4- Training of the student offices/relevant people to understand the impact of sexual violence even if the student citing it doesn't necessarily understand it yet (e.g the long term trauma impact).

University & WIDE training

- University are happy with what we've done and would like to replicate it with us University wide
- SUSU WIDE training will become more practical and focused on clubs and socs whereas before it was clubs and socs advice with extra educational topics around it

WIDE going forward

- Contributed £1,300 to back into the OLG
- Reduced number of people required to take the training but introducing new metrics for measuring success (e.g asking for a review around grant rounds/when they need something)

Period Poverty

- Haven't been able to do much on this front but we've donated the period products from our wellbeing cupboard to local charities around Southampton

Progress stage:

Not yet started - Consultation - Planning/Next steps - On track - Completed

Accessibility & Disability

- Lily has continued to engage and we have worked on a couple of disability friendly events, such as a neurodiversity tips and tricks workshop for people to share what works for them, and a Studio Ghibili Netflix party for the transition day
- We have also continued to raise awareness of disabilities, such as putting out a video about fibromyalgia

[LILY'S UPDATE]

Since last Senate meeting:

- Goodfoodtalks for The Bridge is now up and running: https://goodfoodtalks.com/restaurants?lat=50.934189&lng=-1.3956847&near_me=&name=&postcode=SO17+1BJ#results. This is the web service I mentioned in my last report for Senate and it allows visually impaired visitors or those with an SpLD to have the menu read aloud to them or changed to a format which means that they can read it more easily than the printed menus. A SUSU blog was also put up explaining it as well as several social media posts, leading to an Oxford University disability activist looking into following suit.
- As part of ongoing communication with the Disability and Employability Careers Team, I passed on information for a number of events and initiatives to disabled students.
- In a personal capacity, I also acted as a validator to allow Board in the City CIC to become Level 3 Disability Leaders (to match the University) so SUSU relations with Board in the City are excellent.
- For World Autism Day, a video produced from footage collected earlier in the year was released. The video received great feedback from those who watched it and it reached a large number of students. On the same day, a reference document was released, with the aim that autistic students can disseminate it among friends, staff etc that don't fully understand autism as it gives a general description of how to help accommodate an autistic person. This reference document is growing as there are also sections on dyslexia, BPD and other chronic illnesses/disabilities/mental illnesses. My intention is that this reference

	<p>document will be published as one of my last acts as Disabilities Officer, as a student-written guide on how to help accommodate people's needs.</p> <ul style="list-style-type: none"> • I held a social event over Teams for neurodivergent people to allow people to discuss coping strategies before assessments etc. This went well as although there was a relatively low turnout, everyone had their needs accommodated and felt welcome. • Myself and Laura are still in talks with Sports and Wellbeing about them creating an accessibility page on their website. I envisage that this will be carrying on into the next academic year. • After being consulted by a society who did not know where was best to take their society on socials in terms of accessibility, I started a societies guide to accessible venues, providing descriptions of how certain external venues are inaccessible and highlighting potential issues. This was released on official social media channels and my understanding is also that it was added to the resources within the WIDE training. • The ELSA Southampton Diversity Essay Competition is still going ahead and will bring together Southampton students to talk about ways to improve accessibility and promotion of disability rights. I started this at the beginning of the year and will be continuing to head the project in a personal capacity after my term has ended. • A short while ago, I was on a panel for a webinar run by the Digital Learning team for UoS staff centred around barriers to online learning. I gave my perspective on accessibility issues that my peers and I had encountered in the migration to online learning and presented ways that staff members could improve. • I was also consulted by the Careers Team on the accessibility of their website. I gave them a number of feedback points to do with inadequate alternative text. The most important was that central accessibility tools on the UoS website do not appear to be working. This should be resolved soon. • Just after the end of May, another film was released from the footage gathering that I organised earlier in the year. This was to mark the end of Fibromyalgia Awareness Month. <p>Lily McDermaid 04/06/2020</p>
	<p>Progress stage: <i>Not yet started - Consultation - Planning/Next steps - On track - Completed</i></p>
Comments/AOB	

Pictures/links to blog posts relating to the work in this section:

Area of work:	
<p>Sabbatical Plan Goals</p>	<p>Expect Respect</p> <ul style="list-style-type: none"> - Fed into the Union Strategy to make Expect Respect one of the central stances <p>This has included ensuring that expect respect will be considered a branch from one of the values/an overarching branch of the organisation, and a small committee should be set up within SUSU from all areas of the organisation to ensure its values are being championed across the board, not just in the obvious places.</p>

	<ul style="list-style-type: none"> - Written with extensive consultation with students about the code of conduct (attached to be approved) Consultation has included multiple calls on social media asking people to provide feedback, specific breakout feedback sessions during the presidents training and direct contact with student officers throughout the writing, as well as the University sport and wellbeing team. - Reviewed the WIDE training and passed it over to sit with the activities team This review was conducted from the feedback given after the initial phases and we have already made changes, such as the amount of people who need to take it, when to take it and how long it'll take. I am currently finishing off reviewing the content so it is up to date and more practical guidance specific. - Worked on the ethical student groups and affiliation policy (attached to be approved) We are aware there is a gap in this area and usually these things are only explicit or laid out during a disciplinary. This policy intends to give an official and laid out mandate for both SUSU and the students to ensure that free speech will be protected and students engagement with political/non political matters will be facilitated where possible, with in mind that SUSU still reserves the right to pull their support should that activity go against our values as an organisation and/or student welfare. - Worked on the ethical trading policy (attached for consultation) This gap was to ensure there was a due process attached to who and how we partner with organisations, to ensure we are practicing the ethical values we are trying to preach ourselves. This is also a step forwards in trying to be more transparent with students to how and where we get money, donations or revenue from, and ensure we are held to account regarding vital sustainability and social ethical issues we champion, while recognising our need to be financially sustainable in order to deliver our current services.
	<p>Progress stage: <i>Not yet started - Consultation - Planning/Next steps - On track - Completed</i></p>
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Additional work	
Comments/AOB	

Pictures/links to blog posts relating to the work in this section:

Area of work:	
Sabbatical Plan Goals	<p>Covid-19 Specific</p> <p>Housing</p> <ul style="list-style-type: none"> - Created a SUSU and SASSH approved template for students to use with their landlords to get an early release - Emailed all PBSA's in the area with Solent Students Union to lobby for an early release - Contributed to a letter with SASSH and Solent University and Students Union to all SASSH members <p>Support</p> <ul style="list-style-type: none"> - Fed into decisions around student hardship and online learning grant in terms of opening up the eligibility and recognising specific situations (e.g domestic abuse/toxic households) - Led on SUSU's transition support day - Co-created the online SUSU Community Group - Lobbied the special considerations process to include student volunteers as eligible for special considerations alongside employed key workers - Conducted a survey about what student want to see in terms of social media content regarding corona and non corona issues - Helped facilitate a student loneliness video <p>Student Hardship and the Online Learning Grant</p> <ul style="list-style-type: none"> - I fed into these decisions and emphasised the specific situations students will be finding themselves in, such as domestic abuse situations, and fed into the need for accessibility requirements for non registered enabling or DSA students.
	<p>Progress stage: <i>Not yet started - Consultation - Planning/Next steps - On track - Completed</i></p>
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Additional work	
Comments/AOB	

Conclusion/AOB

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You Make Change Update (<i>submissions since the start of term</i>)						
Stats	Number received		Number Open		Number Completed	
Timeline	No reply: past 10 days		No update: past 15 days		Past 25 days open	
Summary of submission/Link		Key actions taken			Relation to role/remit	
How are BAME medical students going to be protected on placement?		No action, response was its down to the placement and school, though we recognise the higher levels of BAME deaths due to current Covid-19 crisis, and have written a letter to our MP's which includes asking for a review of workplace safety for our BAME essential workers of all professions				
Reveal financial information regarding advertisements paid for by external companies (x2)		Emailed relevant persons, awaiting response				