

# Disability Advisory Service

## Annual Report - Academic Year 2024-2025

This report provides a comprehensive overview of the work carried out by the Disability Advisory Service (DAS) during the 2024-25 academic year. It provides information about how the service supports disabled students, the types of adjustments offered, key statistics, and strategic priorities. The DAS plays a key role, working in collaboration with colleagues across the wider collegiate institution, to help students access reasonable adjustments and support for study in line with the University's duties under the Equality Act 2010.

### Contents

|                                                         |    |
|---------------------------------------------------------|----|
| Annual Report - Academic Year 2024-2025 .....           | 1  |
| 1. Executive Summary .....                              | 3  |
| 2. Highlights .....                                     | 3  |
| 3. Introduction .....                                   | 4  |
| 4. Strategic goals - progress and achievements.....     | 5  |
| 4.1. A High-Quality Student Experience.....             | 5  |
| New initiatives .....                                   | 5  |
| Ongoing initiatives .....                               | 7  |
| 4.2. Effective partnership working and engagement ..... | 9  |
| Ongoing initiatives .....                               | 9  |
| 4.3. Investing in Our People and Culture .....          | 10 |
| 4.4. Building Financial Sustainability.....             | 11 |
| New initiatives .....                                   | 11 |
| Ongoing initiatives .....                               | 12 |
| 4.5. Technology Integration.....                        | 13 |
| New initiatives .....                                   | 13 |
| Ongoing initiatives .....                               | 13 |
| 4.6. Regulatory and Legal Compliance.....               | 14 |
| New initiatives .....                                   | 14 |
| Ongoing initiatives .....                               | 15 |
| 5. Service data overview and analysis .....             | 15 |
| Registrations and demographic data .....                | 15 |

|                                                                                                 |    |
|-------------------------------------------------------------------------------------------------|----|
| Service provisions .....                                                                        | 18 |
| 6. Student feedback .....                                                                       | 20 |
| Student Barometer .....                                                                         | 20 |
| Being and Belonging project .....                                                               | 22 |
| Disabled Students UK (DSUK) survey .....                                                        | 22 |
| 7. Key challenges and areas for development .....                                               | 23 |
| Key Challenges .....                                                                            | 24 |
| Areas for DAS Development .....                                                                 | 24 |
| Areas recommended for University development: .....                                             | 25 |
| 8. Priorities for 2025-26 .....                                                                 | 25 |
| High-quality student experience.....                                                            | 25 |
| Effective partnership working.....                                                              | 26 |
| Investing in our people and culture .....                                                       | 26 |
| Building financial sustainability.....                                                          | 27 |
| Technology integration .....                                                                    | 27 |
| Ethical, regulatory, and legal standards.....                                                   | 27 |
| Appendix 1: Overview of policy, project and regulatory developments .....                       | 29 |
| Being and Belonging Project .....                                                               | 29 |
| Policy on Student Disability Evidence .....                                                     | 30 |
| Access and Participation Plan Commitments .....                                                 | 31 |
| Appendix 2: Data charts and tables .....                                                        | 33 |
| Chart 1: Students with a DAS record .....                                                       | 33 |
| Chart 2: Proportion of Oxford student population with a DAS record .....                        | 34 |
| Table 3: Disability type .....                                                                  | 35 |
| Chart 3: DAS registrations by level of study.....                                               | 36 |
| Chart 4: Level of study distribution.....                                                       | 37 |
| Chart 5: DAS registrations by academic division .....                                           | 38 |
| Chart 6: DAS registrations by Division and level of study:.....                                 | 39 |
| Chart 7: DAS registrations by ethnicity .....                                                   | 40 |
| Chart 8: DAS registrations by ethnicity and level of study .....                                | 41 |
| Chart 9: DAS registrations by legal sex .....                                                   | 42 |
| Table 4: Numbers of Oxford students claiming Disabled Students' Allowances to fund support..... | 42 |
| Table 5: Non-specialist NMH provision.....                                                      | 43 |
| Table 6: Specialist NMH provision .....                                                         | 43 |

|                                               |    |
|-----------------------------------------------|----|
| Table 7: SpLD diagnostic assessments .....    | 44 |
| Table 8: DAS staffing and student ratios..... | 44 |

## 1. Executive Summary

The 2024-25 academic year represented a further period of consolidation and adjustment for the Disability Advisory Service (DAS), which held records for 7,700 students (24% of the Oxford student population). While overall registrations continued to rise, the rate of growth showed signs of stabilisation following several years of sustained increase. This year was characterised by the embedding of policy and process changes introduced in 2023-24, including revised evidence requirements and a refined Student Support Plan (SSP) model. During the reporting period, 1,372 standard Student Support Plans (SSP-A) and 1,537 specialised Student Support Plans (SSP B or SSP C) were issued, reflecting the continued high demand for examination and study related adjustments, alongside more complex individualised support.

Key developments included a stabilisation of in-house specific learning difficulty (SpLD) diagnostic assessment activity following the introduction of revised evidencing pathways, sustained delivery of specialist non-medical help for students with more complex needs, and a significant strengthening of staffing capacity, reducing average advisor caseloads and easing service pressures. The service also continued to expand student engagement activity, partnership working, and digital access routes. In recognition of its collaborative work across the collegiate University, the DAS was shortlisted for ‘Partner of the Year’ in the Oxford Lifelong Learning Inspiring Excellence People Awards 2025.

## 2. Highlights

During the 2024-25 academic year, the DAS continued to operate within a context of sustained high demand and highly complex student needs. Key developments and service metrics include:

- 7,700 students with a DAS record (24% of the overall student population).

- Sustained high levels of disability disclosure, with declarations continuing to exceed the most recently published [national sector benchmark](#) (18%).<sup>1</sup>
- 1,739 SSP A and 1,785 SSP B/C were issued.
- 301 new, in-house SpLD diagnostic assessments completed. Of these 93% were confirmed as having a SpLD, demonstrating effective screening of students enquiring about one- to one support for potential SpLDs such as dyslexia and attentional difficulties.
- 260 students received in-house one-to-one specialist mentoring with support targeted at those with more complex or sustained needs related to mental health, autism or ADHD.
- 356 students access in-house SpLD tuition, with average support maintained at around 8 hours per student.
- Advisor capacity increased to 11.2 FTE, reducing average caseloads to 688 students per 1.0 FTE, one of the lowest ratios in the past five years. This reflects strategic developments in the redistribution of management/practitioner resource.
- Non-specialist provision became more targeted, following the cessation of individual caption-editing services (as machine-generated caption accuracy improved) and increased use of inclusive practices, such as lecture recordings and electronic reading lists, across the University.

### 3. Introduction

The Disability Advisory Service (DAS) plays a critical role in promoting inclusion and accessibility across the University. It serves as a central point for disabled students and offer holders, coordinating study support arrangements in collaboration with academic departments, colleges, and central services. This includes facilitating access to reasonable adjustments, such as extra time for exams, accessible teaching materials, support with assistive technology, access to ergonomic study furniture, and specialist mentoring and study skills tuitions. Each student is assigned a dedicated Disability Advisor and/or Assistant Disability Advisor to co-create tailored support plans where required. These are intended to

---

<sup>1</sup> National sector benchmark data for the 2024-25 academic year are not yet available. The most recent published benchmark (2023-24) indicates a sector disclosure rate of **18%**, which is therefore referenced for comparative purposes in this report.

remove barriers to teaching and assessment, giving students equal opportunity to fulfil their academic potential in line with our duties under the Equality Act 2010. In 2024-25, DAS continued to streamline service access, invest in staff training, and refine guidance to improve institutional inclusive practices.

---

*"I would like to express my heartfelt gratitude to you (mentor). You immediately understood my situation and were able to make sense of my various disabilities and how they interact with one another. You offered feedback, guidance, and coaching, which was indispensable to me and my education. I finally felt heard and understood. You have also instilled in me guidance, tools, and a way of thinking that I will be able to carry forward into my day-to-day life as I graduate."* - Student feedback to their specialist mentor.

---

## 4. Strategic goals - progress and achievements

### 4.1. A High-Quality Student Experience

---

*'We will deliver professional and skilled specialist services that recognise the needs of our diverse student populations, appreciating that every student is an individual. Our service offer will be clear, accessible and of high quality.'* - excerpt from Student Welfare and Support Services (SWSS) Strategy.

---

#### New initiatives

##### *Current students:*

- Recruitment of a Communications Officer within Student Welfare and Support Services (SWSS) advanced an area for development identified in 2023-24, informed by Student Barometer findings that only 44% of respondents in 2022 were aware of the DAS. Targeted service-led communication has since contributed to increased awareness in the 2024 Student Barometer (52%), and the new role seeks to build on this progress by further strengthening the clarity and reach of information about available support.
- The service considered the [\*Being and Belonging\*](#) report by the Centre for Teaching and Learning (CTL) student interns, using its findings and recommendations to

inform service developments and contribute to commitments within the University's new Access and Participation Plan (APP) 2025-29, including the recruitment of a Senior Project and Evaluation Manager (Disability Inclusion), and supporting the rationale for strengthening communications capacity within the service.

- Representation of DAS staff on the newly established SWSS Equality, Diversity and Inclusion (EDI) Steering Group progressed a 2024-25 service priority to explore demographic disparities in service use. In 2024-25, students declaring their ethnicity as 'Chinese' accounted for 5.8% of DAS registrations, remaining underrepresented relative to their proportion of the overall student population. The EDI Steering Group provides a mechanism to support future consideration of demographic disparities and to inform the development of more inclusive approaches to service access over time.
- Implementation of a new online registration procedure, identified as a 2024-25 priority, was completed and launched in Trinity Term. The new provision enables current disabled students to register a disability and upload supporting documentation directly via Student Self Service, improving accessibility and streamlining processes for both students and staff. A corresponding version for offer holders is in development and is scheduled for launch in the 2025-26 academic year. This development also seeks to address findings from the 2024 [Annual Disabled Student Survey from DSUK](#), which showed that only 34% of Oxford respondents felt they had the support and adjustments they needed, underscoring the importance of clearer and more efficient pathways into support.

---

*'We are so privileged as students to have this service.'* - student feedback  
to their Disability Advisor.

---

- The *Do-It Profiler*, an online neurodivergence screening tool enabling students to explore their strengths and challenges across cognitive areas, was launched in Michaelmas term 2024, contributing to another 2024-25 service priority. 378 students completed the profiler during the academic year, with 275 subsequently referred for further assessment and 252 receiving a formal SpLD diagnosis.

- In response to a 2023-24 priority to review and evaluate the impact of challenges in obtaining disability evidence, a new policy was introduced in Michaelmas term 2024. The revised policy broadened the range of evidence accepted for standard reasonable adjustments, improving accessibility and reducing barriers for students. This approach aligns with Oxford-specific findings from the 2024 DSUK Survey, which highlighted ongoing concerns about the evidencing burden faced by disabled students and the need for more accessible routes into support.

---

*'I really enjoyed chatting to my study needs assessor and I feel much more positive about things, I was unaware how much support could be offered so I'm very glad I got in contact! The assessor talked through each recommendation comprehensively and I'm pleased with the suggestions which have been made.'* - UKRI funded Student feedback on their in-house study needs assessment.

---

#### Ongoing initiatives

##### *Prospective students and offer holders*

- The service maintained an active presence at all Undergraduate Open Days, with stall coverage broadened to include representatives from wider welfare services, providing prospective students with comprehensive information about available support.
- Broader engagement with prospective students continued as a core area of activity. The service maintained its annual review of application form text and guidance materials to promote clarity and accessibility of information for applicants. Assistant Disability Advisors also provided tailored advice to offer holders to support informed decision making and smooth transition into study.
- Ongoing collaboration with the Opportunity Oxford and UNIQ+ programmes helped to embed inclusive practice and appropriate support for disabled students within their programme delivery.

##### *Current students*

- Encouraging early registration continued as part of business-as-usual activity. Assistant Disability Advisors provided dedicated support for offer holders, with all

contacted proactively before matriculation. A transition event for new students, held in September 2024, was well attended (around 100 participants) and promoted early registration with the DAS. The event was delivered live on the day and supported by a recording made available afterwards to all offer holders known to the DAS. The tailored SSP model was further developed, building on 2023-24 enhancements to improve clarity and timeliness. These developments respond to ongoing challenges identified last year, the high proportion of registrations linked to examination adjustments, particularly for students with SpLDs and ADHD, and the increasing complexity and diversity of student needs, including rising autism and mental health registrations.

The refined model promotes more consistent and efficient implementation of reasonable adjustments, enabling specialist advisers to focus expertise and resource on students with more complex requirements. During 2024, new templates were developed to support students with mental health conditions, and existing SpLD templates were updated to reference neurodivergence where it co-occurs with an SpLD. The service also scoped the establishment of a new panel to oversee continuous improvement in SSP processes, which was launched in Trinity term 2025.

- Support for students continued to include work on assistance animal provision as a reasonable adjustment. Between Hilary and Trinity term 2025, the service handled 18 enquiries to determine whether an animal should be permitted access to University and college premises. Feedback from colleges was positive regarding the service's management of these cases; in particular, colleges expressed support for the service continuing to oversee the early stages of operational implementation of the policy, including identifying whether the University's definition of an assistance animal has been met and advising on how enquiries should progress. A dedicated assistance animal advisor role was confirmed for a further year, supporting improved understanding and coordination of this provision, including facilities and associated costs.
- Expansion of student drop-in provision improved responsiveness during peak periods. Building on the weekly sessions introduced in 2023-24, the service increased provision from 1 session per week to 3, each 2 hours long. Across the year, 152 students attended (Michaelmas Term: 40; Hilary Term: 71; Trinity Term: 41),

reflecting strong engagement with this flexible support offer and addressing the 2024-25 service priority to enhance responsiveness to demand. The continued development of this provision aligns with the increase in satisfaction among DAS users reported in the 2024 Student Barometer (81.8%), indicating the value of timely and accessible support routes.

## 4.2. Effective partnership working and engagement

---

*‘SWSS comprises specialist services delivered by highly qualified and experienced practitioners. It forms part of an extensive student welfare and support eco-system with many stakeholders. We will work in partnership with colleagues across the collegiate University and external partners to ensure that our services align with, complement, inform, and are informed by those provided elsewhere, promoting consistency of approaches for the benefit of students.’ - excerpt from SWSS Strategy.*

---

### Ongoing initiatives

- The service engaged with a wide range of stakeholders to ensure that student experience and operational insight informed policy and practice development. This included collaboration with the CTL on emerging issues such as inclusive teaching practices and assessment design; joint work with the [Focus team](#) and other SWSS services on process reviews and planning for the Mental Health Advisor pilot; and engagement with Graduate Admissions and Recruitment on operational processes including the Common Allocation Scheme for Students room allocation and college allocation communications.

### *Divisions, Departments and Faculties, and colleges*

- Support for staff was further embedded through the continuation of the DAS consultation drop-in sessions for staff, following the successful pilot in 2023-24. Across 2024-25, 39 staff attended consultation sessions (Michaelmas Term: 20; Hilary Term: 6; Trinity Term: 13). These sessions provided colleagues with the opportunity to seek advice on policy and practice relating to the support of disabled students, helping to promote improved understanding and effective working

relationships between staff and the service. Common themes included applying anticipatory duties in practice, navigating systems and process changes, clarifying boundaries between reasonable adjustments and competence standards, and managing complex or pre-diagnostic scenarios. They also support the implementation of staff guidance on reasonable adjustments and anticipatory duties under the Equality Act 2010. This ongoing work seeks to address variability in adjustment implementation highlighted in the 2024 DSUK Survey, where only 51% of Oxford respondents reported receiving all their agreed adjustments.

- Engagement with staff networks was also enhanced, reflecting a 2024-25 service priority to strengthen collaboration with colleagues across the collegiate University and evaluate routes for accessing advice and support. The *Disability Professionals' Forum* supported staff across departments and colleges in fulfilling their responsibilities towards disabled students, with 229 participants across the year (Michaelmas term: 79; Hilary term: 80; Trinity term: 70). Dedicated staff time was allocated to fostering constructive working relationships within this network, while the introduction of a new MS Teams channel further enhanced communication and the sharing of effective practice.

#### 4.3. Investing in Our People and Culture

---

*'Our services and their continuous development depend on the expertise and commitment of all SWSS colleagues. We will build a supportive, engaging and inclusive culture in which our colleagues feel a sense of belonging, take pride, feel valued and give us their best. In turn this will contribute to a positive student experience.'* -excerpt from SWSS Strategy.

---

- Staff experience within SWSS, including the DAS team, remained positive in 2024-25, as reflected in the Oxford University Staff Survey, with increased participation and improved scores across many areas.
- Access to sector-wide learning and professional networks was further supported through funded membership of the National Association of Disability Practitioners (NADP), enabling DAS staff and selected partner colleagues to engage with ongoing

professional development resources and emerging practice across the year. This included access to members' briefings and guidance, for example a session on supporting deaf and hard-of-hearing students in the classroom. This supports continuous skills and development and alignment with sector standards.

- Professional leadership and sector engagement were strengthened during 2024-25, with the Deputy Head of DAS continuing to play a prominent role nationally as a Director of the NADP, including organising national conferences. Alongside this, she contributed to wider sector leadership through membership with the DeafInEd Executive Planning Group, participation in the Disabled Students Stakeholder Group, and involvement in a Student Loans Company convened DAS Operations Group (NADP), supporting cross-sector dialogue and informing development of national policy and practice relating to disabled student support.

#### 4.4. Building Financial Sustainability

---

*'We recognise the impact of the wider social, political and economic context of higher education funding, the reduction in the availability of welfare provision available via external agencies, and the consequent increase in demand for our services. We will develop a service offer whilst maintaining quality of service and will explore new and alternative resourcing models and income streams to invest in the financial sustainability of our services.'* - excerpt from SWSS Strategy.

---

##### New initiatives

- Responding to continued growth in the number of registrations with the DAS was identified in the 2023-24 report as both a key challenge and an area for development, relating to the sustainability of service resourcing and infrastructure. In 2024-25, the service collaborated with the University's Focus (Continuous Improvement and Change) team to undertake a comprehensive review of the DAS processes. Recommendations from this review are informing short-term streamlining, including the introduction of an online registration form for offer holders and longer-term strategic planning, such as the development of a streamlined, automated dashboard to strengthen data reporting and monitoring of

service provision. This work is being aligned with outcomes from the *Being and Belonging* project to inform service prioritisation and future resourcing.

#### Ongoing initiatives

- Work during 2024-25 also addressed the ongoing challenge of demand for support continuing to outpace general student population growth.
  - The service maintained stable capacity through its established staffing structure, with the Assistant Disability Advisor roles now fully embedded as part of business-as-usual operations. Staffing capacity was further strengthened through temporary funding, representing a 1.7 FTE increase to help meet rising demand.
  - Efficiencies continued to be realised through the tailored SSP model, supporting timely and proportionate allocation of staff time to students requiring more complex support.
  - Specialist mentoring provision for students with complex and enduring needs related to mental health, autism or ADHD was sustained without a waiting list through a balanced model of in-house delivery and targeted use of external providers to supplement capacity where required.

---

*'My mentoring sessions have helped me map out my revision which helped me get a first in my second year. They have also been good with managing my diet and stress in order to make work easier.'* - student feedback to their specialist mentor.

---

- In addressing the related challenge of maintaining quality and consistency of specialist provision amid rising demand for diagnostic assessments, the service maintained close partnerships with freelance SpLD tutors and professionally accredited diagnostic assessors to support effective communication and uphold high standards of delivery. This approach has been reinforced through positive student feedback and ongoing quality monitoring.

---

*'I met with my SpLD tutor and he was brilliant. He completely understood the issues I am facing. More importantly, he was able to speak knowledgeably about my road of travel in academia, and we bashed out some strategies together. I felt heard and energised by his help.'* - student feedback to their SpLD tutor.

---

#### 4.5. Technology Integration

---

*'We will seek to apply digital technological improvements to the way that our services are accessed and delivered. This has the potential to reduce administrative burden, enhance the student and service experience, and to bring efficiencies to our services. We recognise that becoming a more digitally enhanced service requires significant planning and commensurate resourcing.'* - excerpt from SWSS Strategy.

---

##### New initiatives

- Building on the area for development identified in the 2023-24 report; to use data insights to inform more responsive and equitable support models, the service contributed to a department-wide scoping project to assess collective data and content management system requirements. This work has informed the identification of next steps to strengthen the service's data analytic capabilities, supporting more evidence-based decision-making and shaping future strategic and operational planning. Enhancing digital systems will also help address variability in adjustment delivery noted in the 2024 DSUK Survey.
- Development and implementation of the new online registration process (detailed earlier in section 4.1), represented a significant advancement in the digital enablement of service access and administrative efficiency, improving accessibility and streamlining processes for both staff and disabled students

##### Ongoing initiatives

- Continued close working with Student Systems colleagues to support ongoing enhancements to SSP functionality, including refinements to system workflows,

visibility of recommendations, and monitoring of implementation across the collegiate University.

- An SSP Panel was established in Trinity term 2025. The panel, comprising college, departmental, DAS and CTL representatives, provides a forum to review collated feedback, and to propose and agree amendments to SSP templates and standard adjustments text where shared issues are identified.

#### 4.6. Regulatory and Legal Compliance

---

*‘We will meet, if not exceed, the ethical, legal and regulatory requirements that underpin our services. We will seek to contribute our expertise to the evolution and application of the regulatory frameworks within which we operate.’ - excerpt from SWSS Strategy.*

---

##### New initiatives

- In collaboration with the CTL, Education Policy Support, and academic divisions, the service contributed to the development of the University’s [APP](#) 2025-9 intervention strategy for disabled students. This strategic initiative responds to a key challenge identified in the 2023-24 report, the continued growth in demand for individual adjustments, and the need to strengthen inclusive, anticipatory practices across the University. It also advances an institutional area for development highlighted in the same period: expanding inclusive teaching practices and ensuring more consistent and effective implementation of adjustments. The initiative also aligns with findings from the 2024 DSUK Survey, which highlighted the ongoing need to strengthen equitable access for disabled students across learning and teaching.  
In support of these objectives, the service developed specific initiatives within the APP intervention strategy to enhance the consistency of reasonable adjustment delivery across the collegiate University and to embed inclusive, anticipatory approaches within teaching and learning practice.

These will be delivered through the Disability Inclusion Project, which includes dedicated resource for evaluation, to ensure development of current and future provision is evidence informed.

#### Ongoing initiatives

- The service continued to support institutional compliance with the Equality Act 2010 through the implementation of updated staff guidance on reasonable adjustments and anticipatory duties. The APP commitments to disabled students will further strengthen the University's compliance with the Equality Act obligations and promote inclusive practice across the institution.

## 5. Service data overview and analysis

### Registrations and demographic data<sup>2</sup>

*TABLE 1: Key service metrics- registrations*

| <b>Metric</b>                                                  | <b>2022-23</b> | <b>2023-24</b> | <b>2024-25</b>    |
|----------------------------------------------------------------|----------------|----------------|-------------------|
| <b>Students with DAS record</b>                                | 7,190          | 7,610          | 7700              |
| <b>Proportion of Oxford student population with DAS record</b> | 22%            | 23%            | 24%               |
| National sector average for disability declarations            | 16%            | 18%            | Currently unknown |
| <b>SpLD record</b>                                             | 1870           | 1955           | 1925              |
| <b>Mental health condition record</b>                          | 1695           | 1725           | 1630              |
| <b>Multiple disabilities record</b>                            | 1380           | 1600           | 1750              |

---

<sup>2</sup> Data in this report are drawn from the most up-to-date records available at the point of reporting and do not represent a fixed snapshot in time. Minor variations from previously published figures may occur due to routine backdated administrative updates to historic records rather than changes in reporting methodology. Disability category data are based on the latest validated Maximiser dataset supplied in September 2025.

TABLE 2: Key service metrics- demographic data

| Metric                                                   | 2023-24 | 2024-25 |
|----------------------------------------------------------|---------|---------|
| Ethnicity declared as 'Chinese' at registration          | 5.3%    | 5.8%    |
| Ethnicity declared as 'White' at registration            | 64.9%   | 63.8%   |
| Ethnicity declared as 'White' overall student population | 55.9%   | 54.5%   |
| Legal Sex registration: Female                           | 60.3%   | 60.3%   |
| Legal Sex Female (overall student population).           | 50.7%   | 51.3%   |
| Postgraduate taught (DAS registrations)                  | 24%     | 23%     |
| <b>Postgraduate taught (overall student population)</b>  | 30%     | 30%     |
| <b>MPLS- UG</b>                                          | 12.1%   | 12.4%   |
| <b>Humanities- UG</b>                                    | 19%     | 18.3%   |
| <b>Social Sciences- PGT</b>                              | 9.1%    | 11.8%   |

DAS registrations continued to increase in 2024-25, reaching 7,700 students, although the rate of growth appears to be stabilising when compared with previous years (Appendix 2: Chart 1). The proportion of the student population registered with the DAS now stands at approximately 24%, substantially above the most recently available national sector benchmarks for disability disclosure<sup>3</sup> (Appendix 2: Chart 2). This sustained differential likely reflects Oxford's assessment profile alongside the central role of reasonable adjustments in supporting equitable access to assessment.

The distribution of primary disability categories remained broadly consistent with previous years. SpLDs and mental health conditions continued to account for the largest proportions of DAS registrations, although absolute numbers within these categories declined slightly in 2024-25 (Appendix 2: Table 3). These reductions may reflect the impact of revised evidencing policies, alternative access routes to support, and an increase in students

---

<sup>3</sup> . Some caution should be applied when interpreting this finding because the Oxford figures reported here may include wider reporting parameters than used by HESA

disclosing multiple disabilities (often including SpLD and/or mental health conditions), rather than a reduction in underlying need.

Records for students disclosing multiple disabilities continued to rise, increasing from 1,380 in 2022-23, to 1,600 in 2023-24, to 1,750 in 2024-25; this represents a substantial increase from 665 in 2019–20. It is also noteworthy that records for students disclosing Visual Impairment have doubled over the same period (Appendix 2: Chart 3). These patterns continue to inform the service's staggered approach to contacting offer-holders, with welcome communications prioritised for students whose circumstances may require earlier engagement and more extensive planning ahead of arrival.

Demographic patterns observed in previous years persisted. Students declaring their ethnicity as 'Chinese' remain underrepresented in DAS registrations relative to their proportion of the overall student population. The proportion of students declaring their ethnicity as 'Chinese' increased very slightly from 5.3% in 2023-24 to 5.8% in 2024-25 although the ongoing underrepresentation of these students suggests potential cultural, structural, or informational barriers to disclosure. Students declaring their ethnicity as 'White' continued to be overrepresented within DAS registration, accounting for 63.8% of registrants in 2024-25 compared with 54.5% of the overall student population (Appendix 2: Chart 7). The proportion of Female students<sup>4</sup> continued to be consistently overrepresented within DAS registrations, accounting for approximately 60.3% of registrants in both 2023-24 and 2024-25, compared with approximately 51% of the overall student population in 2024-25 (Appendix 2: Chart 9).

Patterns of registration also varied by level of study. Undergraduate students were overrepresented within DAS registrations relative to their share of the overall student population, while postgraduate research students showed broad parity. Postgraduate taught students were underrepresented, reflecting patterns widely reported across the higher education sector, including national survey and research evidence which indicates

---

<sup>4</sup> Please note that these figures are based on students' legal sex as declared to the university. Few countries allow for a non-binary legal sex (e.g. UK passports offer only male and female options), and therefore the figures will not reflect true numbers of transgender, non-binary and gender questioning students.

lower rates of disability disclosure and engagement with formal support services among postgraduate cohorts, particularly on taught programmes. Postgraduate taught students account for 23% of DAS registrations in 2024-25, compared with 24% in 2023-24, remaining below their 30% representation within the overall student population (Appendix 2: Chart 4).

Further variation was observed by academic division, with higher undergraduate registration in Humanities and Mathematics, Physical and Life Sciences (MPLS), and comparatively higher postgraduate taught registration in Social Sciences, suggesting that patterns of engagement with disability support may vary across disciplinary contexts. Undergraduate registrations in Humanities (18.3%) and MPLS (12.4%) remained broadly consistent with 2023-24 levels. Postgraduate taught registrations within the Social Sciences increased from 9.1% in 2023-24 to 11.18% in 2024-25, suggesting some shifting patterns of engagement with disability support across disciplinary contexts (Appendix 2: Chart 6).

### Service provisions

*Table 2: Key service metrics- service provisions and assessment adjustments*

| <b>Metric</b>                                             | <b>2022/23</b>  | <b>2023/24</b>  | <b>2024/25</b> |
|-----------------------------------------------------------|-----------------|-----------------|----------------|
| <b>Overall SSPs issued</b>                                | 45.6% DAS users | 45.6% DAS users | 52% DAS users. |
| New, in-house SpLD diagnostic assessments                 | 329             | 179             | 301            |
| SpLD confirmed                                            | 98%             | 97%             | 93%            |
| <b>Students receiving in-house mentoring</b>              | 337             | 218             | 260            |
| <b>Students receiving in-house SpLD tuition.</b>          | 511             | 447             | 356            |
| <b>Students receiving non-specialist non-medical help</b> | 62              | 42              | 49             |

Following a marked reduction in new, in-house SpLD diagnostic assessment activity in 2023-24, assessment volumes increased to 301 assessments in 2024-25 (Appendix 2: Table 7), indicating a period of stabilisation following the introduction of revised evidencing policies and alternative access pathways. The earlier reduction in demand was associated with changes in evidencing policies, which reduced the urgency for a full diagnostic assessment in order to access institutional reasonable adjustments, alongside some newly registering

students arranging diagnostic assessment independently. As set out earlier in this report, changes to evidencing requirements were designed to reduce barriers for students seeking standard reasonable adjustments, particularly those not eligible for or not pursuing Disabled Students' Allowance- funded support, including many international students. Despite this increase, assessment volumes remain below levels recorded prior to the policy change, suggesting that a proportion of students are now accessing adjustments and support through non-diagnostic routes. This pattern aligns with the service's strategic aim to reduce unnecessary evidencing burden while maintaining appropriate access to specialist assessment where clinically or educationally indicated.

The slight reduction from the 97% SpLD confirmation rate reported in 2023-24 reflects the continued implementation of the Do-IT Profiler as an initial screening tool, replacing the previous background questionnaires followed by 1:1 advisor review and follow-up screening discussion. This change has resulted in a small number of students progressing to diagnostic assessment who ultimately did not meet SpLD diagnostic criteria. Initial evaluation indicates that this represents an appropriate and proportionate adjustment, supporting more streamlined processes and reducing time and administrative pressures for both students and advisors. Feedback and outcome data relating to Do-IT Profiler usage will continue to be monitored and evaluated during 2025-26.

Specialist non-medical help (NMH) provision continued to be targeted toward students with more complex or sustained support needs. While the number of students accessing in-house mentoring and SpLD tuition remained lower than in earlier years, average hours delivered per student were maintained (Appendix 2: Table 6), indicating that the intensity of support provided has remained stable for those requiring ongoing support. This pattern likely reflects, in part, capacity constraints within in-house provision alongside changes in national Disabled Students' Allowance policy and Study Needs Assessment arrangements, with an increasing proportion of students accessing specialist support through external providers that the service is not able to track or monitor directly. The continued use of tailored SSPs has supported the proportionate allocation of in-house specialist resource and advisor capacity toward students with the highest levels of need.

---

*'I submitted the thesis on Saturday! Can't believe I'm finally over the other side. Thank you so much for all your support over the past year and a bit - it's been a huge part of me being able to get to this point and having the structure I needed to work effectively.'* - Student feedback to their SpLD tutor.

---

The cessation of caption-editing services in 2024-25 resulted in a substantial reduction in non-specialist NMH hours delivered (Appendix 2: Table 6). This change reflects improvements in the accuracy and reliability of machine-generated captions, alongside a refocusing of non-specialist provision on individualised support needs. Consequently, non-specialist NMH support was delivered to a smaller cohort of students, with provision becoming more targeted and bespoke.

Increased staffing capacity during the reporting year had a demonstrably positive impact on service delivery. The expansion of Advisor FTE reduced average caseloads significantly, enhancing service resilience and improving responsiveness during peak periods (Appendix 2: Table 8). This increased capacity has also enabled more proactive engagement with students, departments, and colleges, supporting the service's wider strategic objectives relating to partnership working, consistency of adjustment implementation, and the promotion of inclusive practice across the collegiate University.

## 6. Student feedback

---

*'I felt welcomed at the drop-on, the advice I received was helpful and I have gone on to register with DAS. Thank you.'* - Student feedback on drop-in session.

---

### Student Barometer

The University gathers feedback through the Student Barometer, which returned in Michaelmas term 2024 after a one-year pause. Findings from the previous (2022) survey cycle informed several of the actions and initiatives outlined above, while the 2024 data

have shaped the key challenges identified for the reporting year and the priorities set for 2025-26.

In 2024 the survey is delivered in two parts; new students are surveyed on their arrival experience in Michaelmas term; and the whole student body is surveyed between mid-March and mid-June on their experience of learning, living and support at Oxford.

The overall response rate to the 2024 Student Barometer was 9%, slightly lower than the 10% recorded in 2022. Despite this modest participation, the results showed 85% of respondents were satisfied with their Oxford experience. This represents a decrease from 91% in 2022. It should be noted, however, that the 2022 survey did not include responses from postgraduate research students, whereas the 2024 survey did; this change in survey population affects direct continuity between the two datasets.

Regarding awareness and use of the DAS, the survey highlighted several key points:

- 30% of respondents were aware of the DAS but had not used the service.
- 22% reported being aware of the DAS and having used the service (compared to 14% reporting use of the service in 2022).
  - Together this indicates 52% awareness (compared with 44% in 2022). A high non-response rate to these questions (29%) limits the strength of these conclusions.
- 43% felt the service was not applicable to their circumstances, down from 50% in 2022.
- Among those who has used the DAS, 82% reported satisfaction, an increase from 78% in 2022.

The 2024 Barometer also included questions on specialist 1:1 study skill support provided through DAS.

- 52% of respondents indicated that the provision was not applicable to them.
- 6% reported having used their support.
- Among those who had used specialist 1:1 study skills support, 79% reported satisfaction.

While based on relatively small user groups, these findings offer useful insight into student awareness and perceptions of support from the service.

### [Being and Belonging project](#)

In addition to the Student Barometer, the service has drawn on rich qualitative evidence from the [Being and Belonging project](#), a student-led investigation into the learning experiences of disabled students at Oxford. Delivered through the CTL Internship Scheme in 2024, the project provides detailed insight into the barriers and enablers of disability inclusion and has informed institutional priorities relating to inclusive practice, communication about support, and the experiences of postgraduate and international students. Further detail on the project's methodology, findings and recommendations is provided in Appendix 1.

### [Disabled Students UK \(DSUK\) survey<sup>5</sup>](#)

The 2024 Annual Disabled Student Survey provides sector-wide insight into disabled students' experiences across UK higher education. The dataset includes responses from 48 disabled students at the University of Oxford. While this is a relatively small number of respondents, the level of representation is consistent with Oxford's participation in external surveys and still offers useful indicative insights into student experience.

Oxford's results were broadly consistent with national trends, with some indicators performing above sector norms and others highlighting areas requiring sustained attention.

Positive indicators compared with the sector:

- 74% of Oxford respondents reported that the majority of their lectures were recorded, broadly above sector variability, where lecture capture remains inconsistent.
- 62% felt part of a community, in a national context where belonging scores are mixed and often low.

---

<sup>5</sup> The findings referenced here are drawn from the 2024 Annual Disabled Student Survey and were also reported in the 2023–24 DAS Annual Report. At the time of writing, the 2025 survey cycle was published but Oxford students' completion rates in 2025 were below the threshold for publication. The 2024 findings are therefore retained in this report to provide continuity of analysis and to demonstrate how service developments during 2024-25 sought to respond to identified student feedback. From 2025-26 onwards, it is intended that DAS annual reports will reference the most recently published in-year DSUK survey data

- 47% reported receiving enough information about different adjustments, aligning with national improvements in students' understanding of available support.
- 70% agreed that they had somewhere to turn to resolve access barriers, a notably strong result compared with national findings, where this remains one of the weakest-performing areas across the UK.

Together, these indicators suggest that Oxford performs comparatively strongly in areas relating to access to learning resources, community connection, and clarity about support pathways.

Areas where Oxford reflects national challenges:

- Only 34% of Oxford respondents felt they had the support and adjustments needed to access their studies on equal terms, compared with 38% nationally.
- 51% reported that all their agreed adjustments had been provided, mirroring national concerns about incomplete or inconsistent implementation.
- 18% were made to feel unwelcome by a staff member due to their disability, aligning with national findings that identify cultural and attitudinal barriers as a persistent challenge.

These results show that Oxford experiences many of the same structural challenges seen across the sector, particularly around the consistency of adjustment delivery and the inclusivity of learning environments.

## 7. Key challenges and areas for development

Like many university disability services across the UK, the DAS has faced operational challenges amidst growing student demand and increasingly complex support needs. These challenges are ongoing and are expected to continue over the coming years; the service will continue to address them through ongoing process review, targeted improvements, and longer-term strategic planning. This section outlines the most pressing issues encountered in 2024-25 and highlights areas requiring continued strategic attention.

## Key Challenges

- Continued growth in DAS registrations, which remains an ongoing challenge for staffing capacity and service infrastructure, requiring ongoing process review and strategic planning.
- Examination adjustments continue to represent a primary feature of registrations, particularly for students with SpLDs and ADHD.
- Increasing complexity and diversity of student needs, reflected in continuing rises in autism and mental health registrations, alongside increased declaration of multiple disabilities.
- Anticipated but as yet undefined changes to Disabled Students' Allowance funding, alongside recent changes to Study Needs Assessment processes, with potential implications for service delivery models, student access to specialist support and future resourcing requirements.
- Limited physical space to accommodate requisite meeting and collaborative working, constraining opportunities for effective staff coordination, confidential student discussions, and partnership activities with university and college colleagues.
- Challenges associated with obtaining medical evidence, including financial and time costs for students and pressures on NHS resources.

## Areas for DAS Development

- Continued embedding of the DAS tiered service delivery model to enhance the student experience, support timely and effective task allocation, and improve staff workload management.
- Development of a new casework distribution model is also planned to strengthen partnership working and improving the quality of relationships and increasing capacity for engagement with departments.
- Development of an evaluation plan for the DAS tailored service model to inform continuous improvement and ensure consistency of provision.
- Ongoing collaboration with academic divisions in relation to the APP 2025-29 Disability Inclusion Officer roles, supporting their effective integration into local processes and enabling consistent implementation of reasonable adjustments.

#### Areas recommended for University development:

- Continued growth in demand for support is outpacing general student population growth, which is placing sustained pressure on staffing capacity and service infrastructure. To ensure long-term sustainability, investment is recommended in systems development to improve efficiency and coordination, including:
  - greater use of workflow automation and AI tools to reduce manual processing tasks;
  - development of an improved Customer Relationship Management (CRM) system to support integrated cross-departmental working; and
  - Student Record System (SITS) enhancements to strengthen the dissemination and monitoring of SSP recommendations.
- Embed and resource the APP Disability Inclusion Officer roles within academic divisions, ensuring departments receive appropriate local support in implementing reasonable adjustments and embedding inclusive practices.
- Engage stakeholders through the new SSP panel to strengthen the quality and consistency of reasonable adjustment recommendations.
- Progress planning for the review of the [Common Framework for Supporting Disabled Students](#), with committee approval of the Terms of Reference and workplan.
- Respond to the recommendations of the *Being and Belonging* project, including actions to strengthen staff disability awareness, improve consistency in the implementation of inclusive approaches, enhance communication about support, and better tailor provision for postgraduate and international students.

## 8. Priorities for 2025-26

#### High-quality student experience

- The service will maintain excellent SSP timeframes as part of business-as-usual activity and will pilot a new casework distribution/management model triage mechanism to ensure that students continue to receive timely confirmation of recommended adjustments.
- Embedding of the DAS tailored service delivery model will continue, with the aim of enhancing the overall student experience, improving task allocation, and supporting effective staff workload management.

- Student drop-ins will be retained and promoted, maintaining accessible points of contact for advice and guidance throughout the year.
- Streamline and improve the efficiency of SpLD assessment adjustment process.
- Ongoing review of reasonable adjustment recommendations through a new SSP panel, and develop procedures for agreeing and updating templates.

#### Effective partnership working

- The service will continue to deliver the Disability Professionals' Forum through termly meetings and online engagement, supporting knowledge exchange across the collegiate University, while evaluating DAS staff consultancy activity (including drop-ins, forums and ad hoc case consultation) to inform future skills and capability development. A new casework distribution model will be developed to strengthen partnership working, reducing the number of college contacts per advisor to enhance the quality of relationships and increase capacity for engagement with departments.
- Stakeholders will be engaged through the new SSP panel to strengthen the quality and consistency of reasonable adjustment recommendations.
- Produce a new suite of 'working with disabled students' guides to replace 'implications for study' guides.

#### Investing in our people and culture

- The service will identify and develop the emerging knowledge, skills and specific competencies required to deliver high-quality consultancy support to departments and colleges, ensuring the workforce remains equipped to meet evolving institutional needs. Opportunities will also be explored to progress wider equality, diversity, and inclusion (EDI) activity as an ongoing, long-term strand of development.
- Develop and implement a structured programme of casework audit, quality-control activity, lessons-learned review, and peer review processes to support consistent, high-quality practice and on-going professional development.

### Building financial sustainability

- Work will continue to streamline systems and enhance administrative processes, such as Research Council billing, to release capacity within the administrative team for more focused financial and budgetary management.
- Review mentoring provision in the context of anticipated changes to Disabled Students' Allowance funding, including development of a forward plan to mitigate potential impacts should external funding be reduced or removed. This anticipatory work will be undertaken over the next two years to support continuity of provision.

---

*'Put simply, my mentor has been a vital source of academic and psychological support.'* - student feedback to their specialist mentor.

---

### Technology integration

- The service will continue exploring the potential of AI, automation and related tools to support departmental workflows, including continuous improvement and workflow enhancements enabled through a seconded administrative support role.
- Further systems developments and digital enhancements will be scoped to improve efficiency in the offer-holder registration process, DAS casework management and triage, and NMH practitioner allocations and payments.
- Outstanding issues with the new eVision registration process for current students will be addressed, alongside exploration of opportunities to extend or replicate the process for offer holders.
- Respond to and implement relevant recommendations in the Focus review, assessing the feasibility of priority actions.

### Ethical, regulatory, and legal standards

- Under the Disability Inclusion Project (APP commitments), the service will:
  - embed Disability Inclusion Officer roles within divisions to support departments in implementing reasonable adjustments and inclusive practices;
  - develop an evaluation plan for the DAS tailored model of service provision; and

- plan and undertake the review of the *Common Framework for Supporting Disabled Students*, securing committee sign-off on the Terms of Reference and workplan.

In addition, the service will review and report on the impact of the broadened evidence criteria introduced in 2024 to ensure continued alignment with Equality Act 2010 obligations.

- The Do-IT Profiler (neurodivergence screening tool) will be evaluated after two years of usage to assess value for money and determine future procurement requirements.
- Relevant recommendations from the *Being and Belonging* report will be responded to and implemented, assessing feasibility of priority actions.
- Support the review of the Policy and Guidance for Research Degrees and associated documentation, with a focus on reasonable adjustments for disabled students in assessment and examination arrangements for research degrees.

## Appendix 1: Overview of policy, project and regulatory developments

### *Being and Belonging Project*

A landmark investigative project led by six student interns has provided the most comprehensive insight yet into learning experiences of disabled students at the University of Oxford.

The *Being and Belonging* project was delivered via the Centre of Teaching and Learning (CTL) Internship Scheme 2024 and supported by the University's Van Houten fund. The scheme gave students from diverse backgrounds the opportunity to explore student learning experiences and collaborate with staff in DAS and CTL to influence institutional policy and practice.

Conducted over ten weeks in summer 2024, the project gathered views from 220 students through focus groups, interviews and surveys. The project identified what disabled students value in their learning experience and four priorities for improvement: increasing staff disability awareness; ensuring consistent implementation of inclusive approaches; improving communication about support; and tailoring provision for postgraduate and international students.

Following consultation with students in Hilary term 2025, the University's Education Committee endorsed the report and five key recommendations published in Michaelmas term 2025. The insights from the report highlighted barriers and enablers to disability inclusion which have been widely communicated.

Recommendations arising from the project are informing the implementation of the University's Access and Participation Plan (APP), ensuring that student insights contribute meaningfully to institutional practice, improving the experience of future disabled students.

---

*'It was a privilege to be able to hear from disabled students their personal stories of struggle and ambition; a challenge to consolidate all those individual accounts into an evidence-based case for larger-scale institutional change; a reward to hear, now, of the change being discussed at committee meetings, policy dialogues, even the Vice Chancellor's oration.'* - Yanrong Tan, CTL Student Experience intern 2023 and CTL Digital Advisor (staff member)

---

The University has enthusiastically welcomed the project as an exemplary model of staff–student partnership. The student team received a SEDA Student Partnership Impact Award in 2025, and the initiative aligns with Oxford's broader commitment to inclusive education, recognised by its Gold rating in the 2023 Teaching Excellence Framework. For more information, [visit the CTL executive report](#).

#### Policy on Student Disability Evidence

In 2023-24, the University introduced a major enhancement to its disability evidence policy, designed to help students access support more quickly and with fewer administrative barriers. Now, having been in place throughout the 2024-25 academic year, the policy has begun to shape how students engage with disability support. This development directly supports one of DAS's strategic objectives: to deliver a high-quality student experience.

The policy broadens the range of evidence that students can provide when seeking reasonable adjustments, recognising that many disabilities, particularly neurodivergent conditions such as SpLDs, autism, and ADHD, are associated with long diagnostic pathways. By accepting alternative documented indicators of need, such as prior exam arrangements, clinical referrals, or support plans from previous institutions, the University is able to consider adjustments at an earlier stage. Under this approach, once a student registers with DAS and provides the required evidence, the service can issue an initial Student Support Plan (SSP A), setting out recommended reasonable adjustments while any longer-term or more complex needs continue to be explored.

The intention behind this shift is to ensure that students are not left without support while awaiting formal diagnosis and to make the process easier to navigate. It also aims to introduce greater consistency across disability types and reduce reliance on more burdensome assessment requirements.

With a full year of implementation now complete, initial evaluation is possible. Emerging data, such as the number of students receiving an SSP A and the timeframe within which these plans are issued, provides a basis for understanding how the revised policy is operating in practice. Interpretation will, however, need to take account of the wider increase in the number of students engaging with the DAS, which may influence observed patterns. Continued evaluation will help to assess the policy's contribution and guide further refinement, supporting the DAS's strategic objective of delivering a high-quality student experience.

Overall, the enhancement of the disability evidence policy represents a significant development in how the University responds to disability-related needs and supports students to thrive within an inclusive and accessible educational environment.

#### [Access and Participation Plan Commitments](#)

The University has set out a programme of developments to strengthen support for undergraduate and disabled students as part of its [2025-26 to 2028-29 Access and Participation Plan \(APP\)](#)<sup>1</sup>. These developments reflect a whole-institution commitment to improving disabled students' experiences and awarding rates. Planned activity includes a review of the *Common Framework for Supporting Disabled Students*, evaluation of the revised DAS service model, and diversification of mental health provision.

A major component of this work is the creation of five new posts funded through the Access Fund: a Senior Project and Evaluation Manager in the DAS, and Disability Inclusion Officers in each academic division. Together, these roles will support the embedding of inclusive anticipatory practice across departments and faculties, strengthen implementation of the *Common Framework for Supporting Disabled Students*, and ensure systematic evaluation of interventions, including the new SSP model.

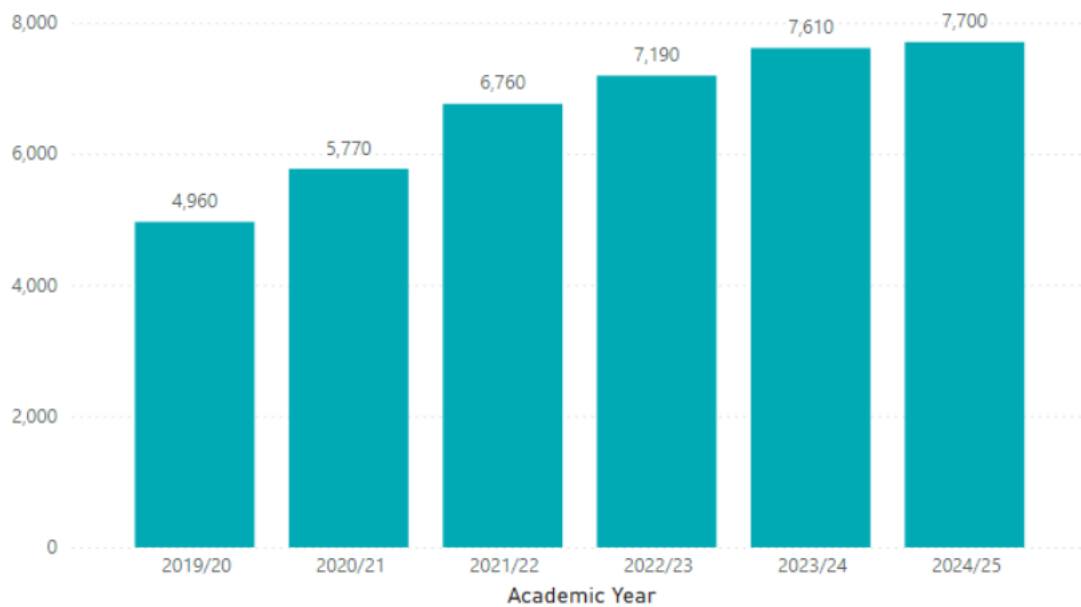
Governance will be provided through existing arrangements, including through Student Life Subcommittee and Joint Student Mental Health Committee, and all interventions will include embedded evaluation in line with Office for Students requirements. Over the next five years, activity will focus on reviewing and updating key frameworks, developing resources and consultancy support for departments, improving monitoring and record-keeping for SSPs, and preparing for external charter marks relating to disability inclusion and student mental health.

This coordinated [Disability Inclusion Project](#) is designed to support the University's APP commitments, to better understand and address disparities in awarding rates for disabled students and to build a more cohesive and sustainable model of support across the institution.

## Appendix 2: Data charts and tables

Chart 1: Students with a DAS record

Students with a DAS record



The chart shows the number of students with a DAS record for each academic year.

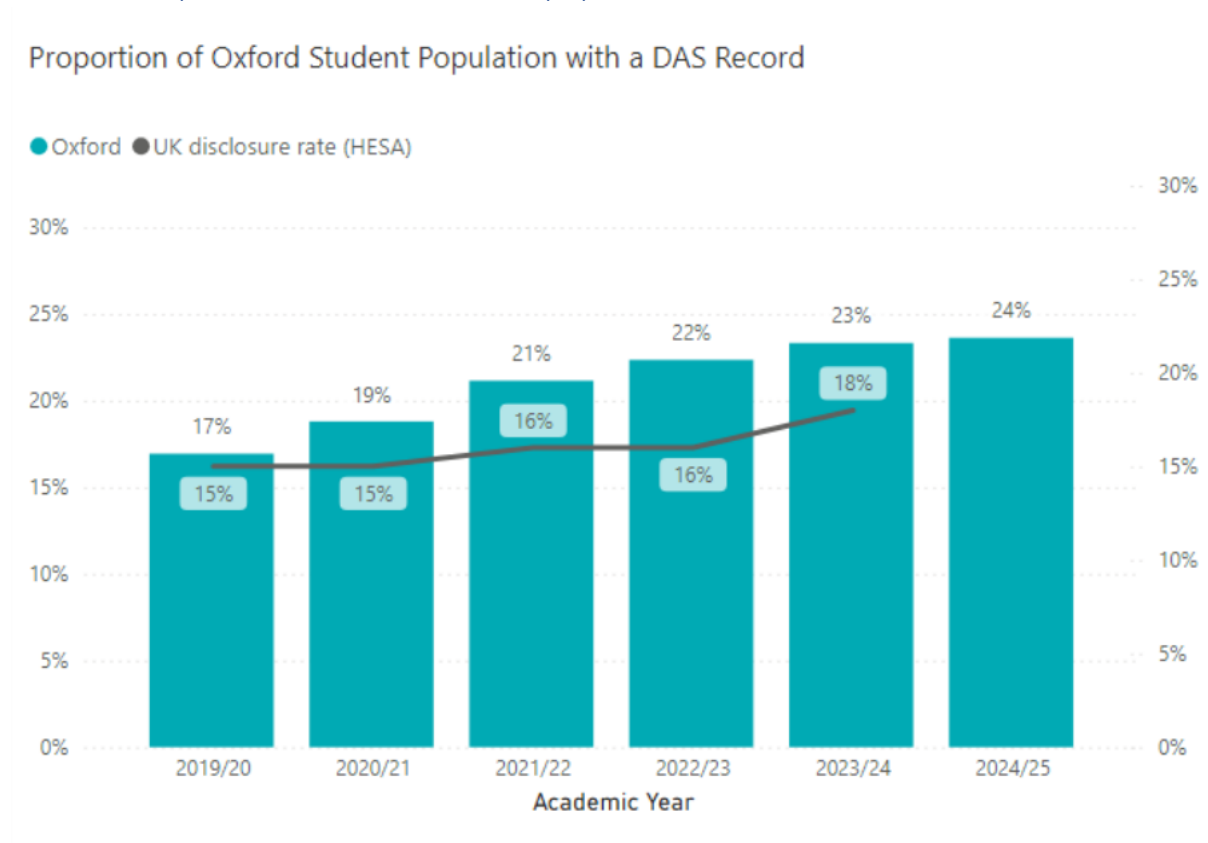
There were 4,960 students in 2019-20.

This increased to 5,770 in 2020-21 and 6,760 in 2021-22.

In 2022–23 there were 7,190 students, rising to 7,610 in 2023-24.

There were 7,700 students with a DAS record in 2024-25.

Chart 2: Proportion of Oxford student population with a DAS record



The chart shows the proportion of the Oxford student population with a DAS record, alongside the UK disclosure rate where available.

In 2019-20, 17% of Oxford students had a DAS record, compared with a UK disclosure rate of 15%.

In 2020-21, Oxford was at 19% and the UK rate was 15%.

In 2021-22, Oxford was 21% and the UK rate was 16%.

In 2022-23, Oxford was 22% and the UK rate was 16%.

In 2023-24, Oxford was 23% and the UK rate was 18%.

In 2024-25, 24% of Oxford students had a DAS record; the UK disclosure rate is not yet available.

Table 3: Disability type

| Proportion of Oxford Student Population with a DAS Record |              |              |              |              |              |              |
|-----------------------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Disability Name                                           | 2019/20      | 2020/21      | 2021/22      | 2022/23      | 2023/24      | 2024/25      |
| Blind or serious visual impairment                        | 45           | 55           | 65           | 70           | 80           | 90           |
| Deaf or serious hearing impairment                        | 60           | 60           | 65           | 75           | 85           | 80           |
| Developmental condition                                   |              |              | 0            | 5            | 20           | 20           |
| Longstanding illness or health condition                  | 615          | 750          | 870          | 830          | 810          | 770          |
| Mental health condition                                   | 1,320        | 1,480        | 1,690        | 1,695        | 1,725        | 1,630        |
| Multiple disabilities                                     | 665          | 890          | 1,145        | 1,380        | 1,600        | 1,750        |
| Physical impairment or mobility issues                    | 145          | 145          | 155          | 170          | 195          | 200          |
| Social/communication impairment                           | 165          | 200          | 235          | 245          | 315          | 360          |
| Specific learning difficulty                              | 1,285        | 1,500        | 1,720        | 1,870        | 1,955        | 1,925        |
| Other Disability / Impairment / Health Condition          | 425          | 430          | 460          | 455          | 440          | 485          |
| No known disability                                       | 235          | 260          | 355          | 395          | 385          | 385          |
| <b>Total</b>                                              | <b>4,960</b> | <b>5,770</b> | <b>6,760</b> | <b>7,190</b> | <b>7,610</b> | <b>7,700</b> |

The chart shows the number of students with a DAS record by disability type across six academic years, from 2019-20 to 2024-25.

Specific learning difficulties increased from 1,285 in 2019-20 to 1,925 in 2024-25.

Mental health conditions rose from 1,320 to 1,630 over the same period.

The number of students recorded with multiple disabilities increased from 665 to 1,750.

Long-standing health conditions increased from 615 to 770.

Social or communication impairments increased from 165 to 360.

Physical or mobility impairments increased from 145 to 200.

Blind or serious visual impairment increased from 45 to 90.

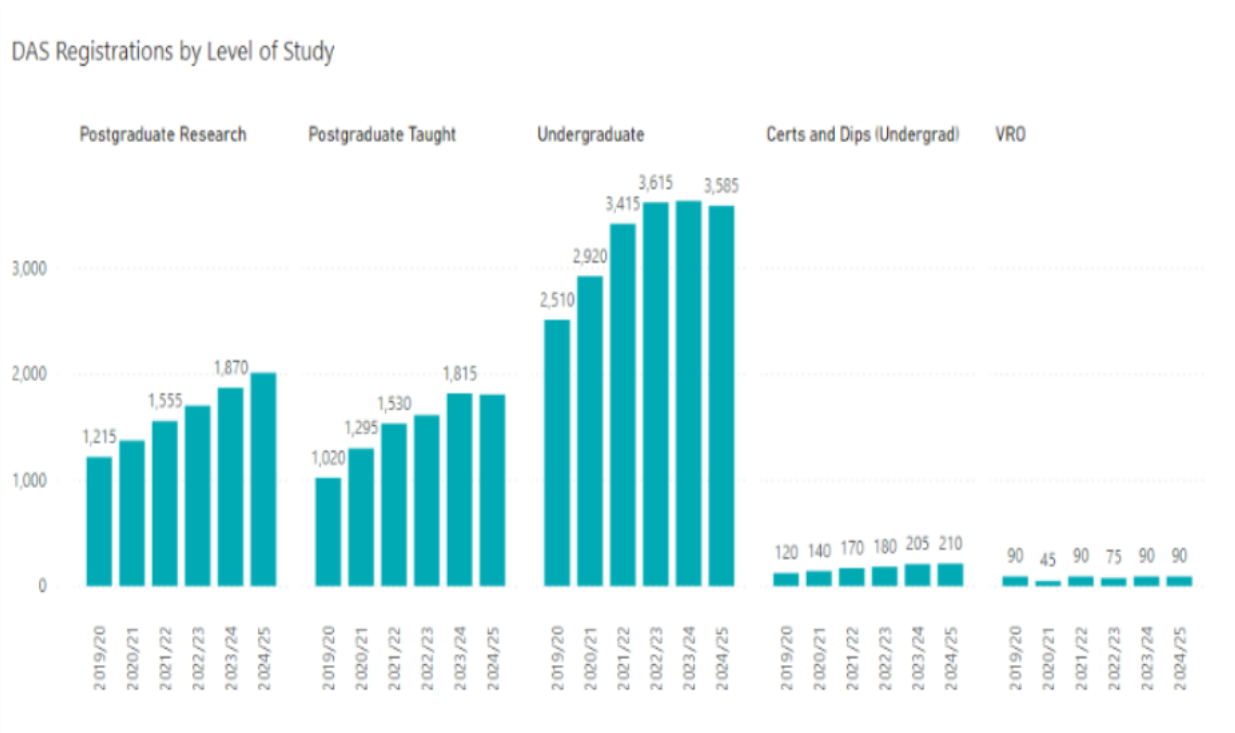
Deaf or serious hearing impairment increased from 60 to 80.

Developmental conditions were first recorded in 2021-22 and reached 20 students by 2024-25.

The number of students recorded as having no known disability increased from 235 to 385.

Overall, the total number of students with a DAS record increased from 4,960 in 2019-20 to 7,700 in 2024-25.

Chart 3: DAS registrations by level of study



The chart shows the number of students with a DAS record by level of study across six academic years, from 2019-2020 through to 2024-2025.

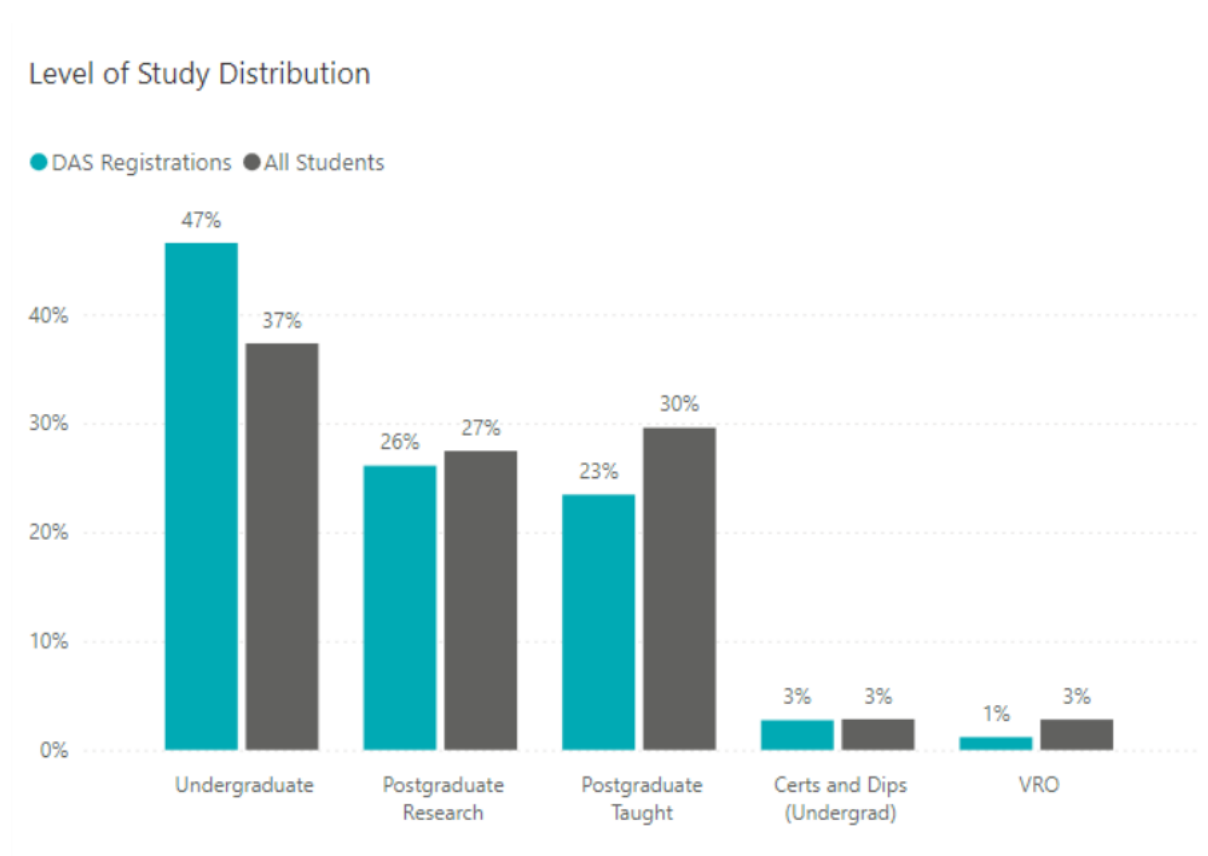
Postgraduate research students increase from 1,215 in 2019 to 2020 to 2,010 in 2024 to 2025. Postgraduate taught students increase from 1,020 to 1,805 over the same period.

Undergraduate students increase from 2,510 in 2019 to 2020 to 3,585 in 2024 to 2025.

Students on undergraduate certificates and diplomas increase from 120 to 210.

Students recorded as VRO number 90 in 2019 to 2020, 45 in 2020 to 2021, 90 in 2021 to 2022, 75 in 2022 to 2023, and 90 in both 2023 to 2024 and 2024 to 2025.

Chart 4: Level of study distribution



The chart shows the distribution of students by level of study, comparing those registered with the DAS to the overall student population.

Undergraduate students make up 47% of DAS registrations and 37% of the overall student population.

Postgraduate research students account for 26% of DAS registrations and 27% of all students.

Postgraduate taught students make up 23% of DAS registrations and 30% of all students.

Students studying undergraduate certificates and diplomas represent 3% of DAS registrations and 3% of all students.

VRO students account for 1% of DAS registrations and 3% of the overall student population.

Chart 5: DAS registrations by academic division



The table shows the number of students with a DAS record by academic division across six academic years, from 2019-20 to 2024-25.

In Medical Sciences, contacts increased from 635 in 2019-20 to 1,250 in 2024-25.

Social Sciences contacts rose from 1,280 to 2,020 over the same period.

In MPLS, contacts increased from 1,135 in 2019-20 to 1,670 in 2024-25.

Humanities recorded the highest number of contacts each year, increasing from 1,535 in 2019-20 to 2,155 in 2024-25.

Contacts within Continuing Education increased from 280 to 515 across the period.

Chart 6: DAS registrations by Division and level of study:



The table shows the proportion of students with a DAS record by level of study within each academic division.

In Medical Sciences, undergraduate students accounted for 7.1% of DAS contacts, postgraduate research students for 6.7%, and postgraduate taught students for 2.4%.

In Social Sciences, postgraduate taught students represented the largest proportion of DAS contacts at 11.8%, followed by undergraduate students at 8.3% and postgraduate research students at 6.0%. VRO students accounted for less than 0.1%.

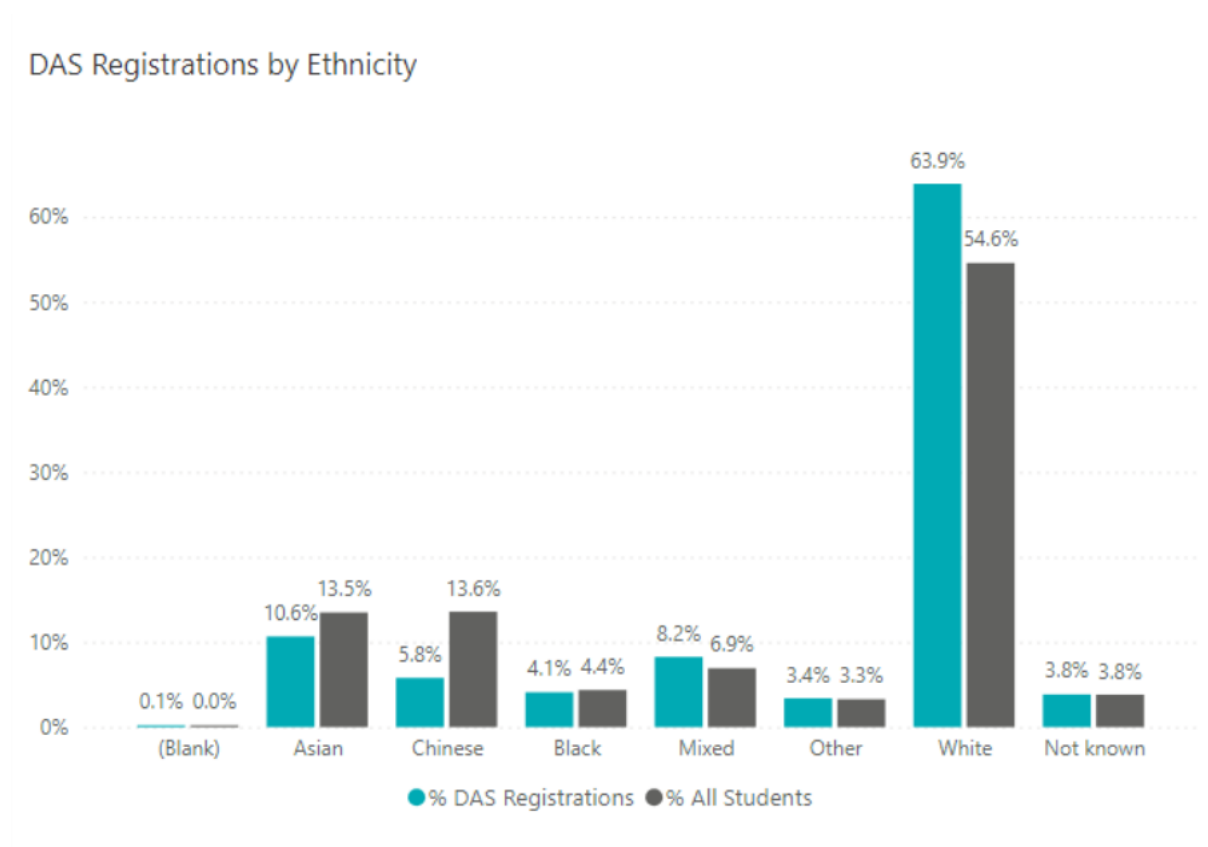
In MPLS, undergraduate students accounted for 12.4% of DAS contacts, postgraduate research students for 7.3%, and postgraduate taught students for 2.0%, with VRO students accounting for less than 0.1%.

In Humanities, undergraduate students represented the largest proportion of DAS contacts at 18.3%, followed by postgraduate research students at 5.6% and postgraduate taught students at 4.0%. VRO students accounted for less than 0.1%.

In Continuing Education, postgraduate taught students accounted for 3.2% of DAS contacts, postgraduate research students for 0.5%, undergraduate students for 0.4%, and students studying undergraduate certificates and diplomas for 2.7%.

Across the University of Oxford, VRO students accounted for 1.0% of DAS contacts.

Chart 7: DAS registrations by ethnicity



The table shows the ethnicity profile of students with DAS records, compared with the ethnicity profile of the overall student population.

Students recorded as White accounted for 63.8% of DAS contacts, compared with 54.5% of annual enrolments.

Students recorded as Asian accounted for 10.7% of DAS contacts and 13.5% of annual enrolments.

Students recorded as Chinese accounted for 5.8% of DAS contacts and 13.6% of annual enrolments.

Students recorded as Black accounted for 4.1% of DAS contacts and 4.4% of annual enrolments.

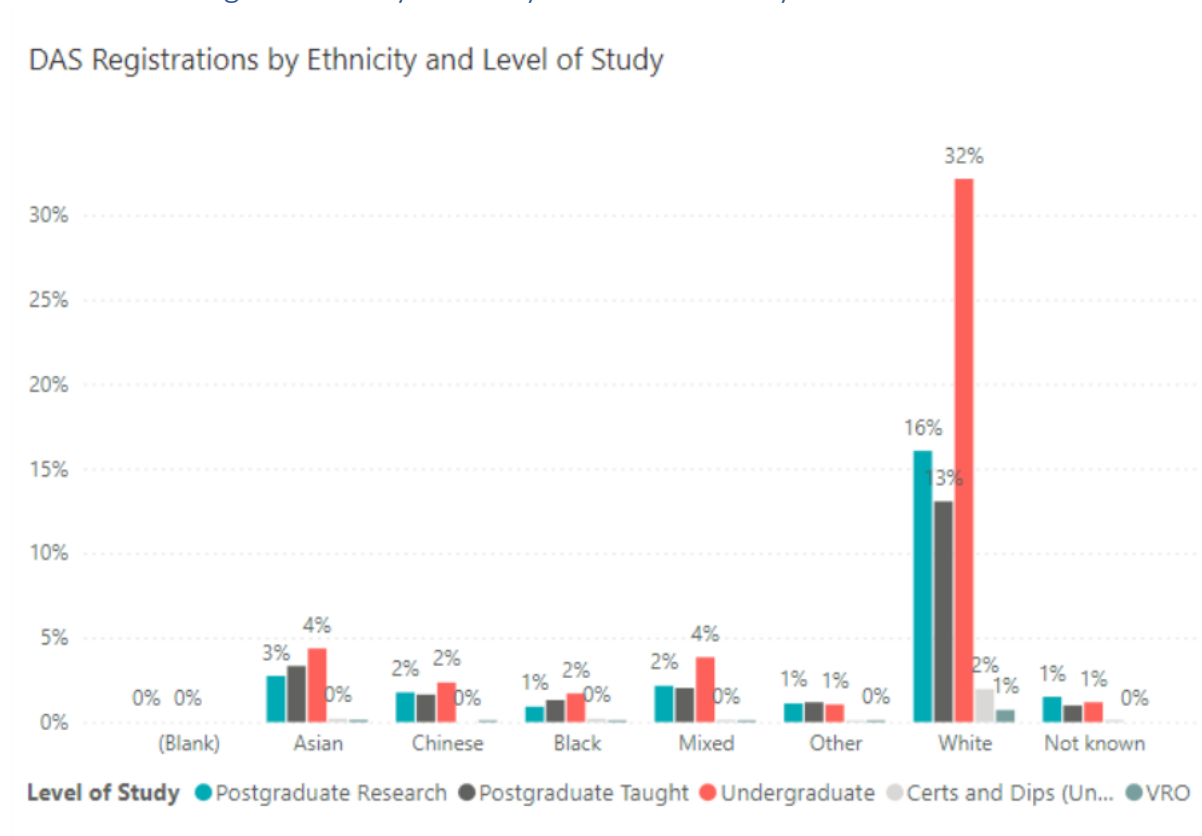
Students recorded as Mixed accounted for 8.3% of DAS contacts and 6.9% of annual enrolments.

Students recorded as Other accounted for 3.4% of DAS contacts and 3.3% of annual enrolments.

Students with ethnicity not known accounted for 3.9% of DAS contacts and 3.8% of annual enrolments.

Students with no ethnicity recorded accounted for less than 0.1% of both DAS contacts and annual enrolments.

Chart 8: DAS registrations by ethnicity and level of study



The table shows the distribution of students with a DAS record by ethnicity and level of study.

Across all ethnic groups, undergraduate students account for the largest proportion of DAS contacts, followed by postgraduate research and postgraduate taught students.

Students recorded as White account for the largest share of contacts at each level of study, including 32.1% of undergraduate contacts, 16.0% of postgraduate research contacts, and 13.0% of postgraduate taught contacts.

Students recorded as Asian, Chinese, Black, Mixed and Other ethnicities are represented across undergraduate, postgraduate research and postgraduate taught study, with smaller proportions recorded for undergraduate certificates and diplomas and VRO study.

Students with ethnicity not known are represented across postgraduate research, postgraduate taught and undergraduate study, with very small proportions in other study categories.

Chart 9: DAS registrations by legal sex



The table shows the distribution of students with DAS contacts by legal sex, compared with the overall student population.

Female students accounted for 60.3% of DAS contacts, compared with 51.3% of annual enrolments.

Male students accounted for 39.7% of DAS contacts and 48.7% of annual enrolments.

Students recorded as Other accounted for less than 0.1% of both DAS contacts and annual enrolments.

Table 4: Numbers of Oxford students claiming Disabled Students’ Allowances to fund support.

|                        | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
|------------------------|---------|---------|---------|---------|---------|
| UK students            | 1972    | 1911    | 1968    | 1791    | 1675    |
| International students | 1544    | 1304    | 1002    | 841     | 719     |

This table shows the number of Oxford students claiming Disabled Students’ Allowances to fund support across academic years from 2020-21 to 2024-25.

Among UK students, DSA claims decreased from 1,972 in 2020-21 to 1,675 in 2024-25. Among international students, DSA claims decreased from 1,544 in 2020-21 to 719 in 2024-25.

Table 5: Non-specialist NMH provision

|                                   | 2020/21                               | 2021/22                               | 2022/23                              | 2023/24                              | 2024/25                        |
|-----------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|--------------------------------------|--------------------------------|
| Number of students supported      | 67                                    | 68                                    | 62                                   | 42                                   | 49                             |
| Proportion of overall DAS users   | 1%                                    | 1%                                    | 0.8%                                 | 1%                                   | 2%                             |
| Number of support hours delivered | 1701<br>(+3660 caption editing hours) | 2295<br>(+2367 caption editing hours) | 2555<br>(+580 caption editing hours) | 2301<br>(+205 caption editing hours) | 1331<br>Caption editing ceased |

This table shows non-specialist NMH provision across academic years from 2020-21 to 2024-25.

The number of students supported ranged from 67 in 2020-21 to 49 in 2024-25, representing between 0.8% and 2% of overall DAS users.

The number of non-specialist NMH support hours delivered ranged from 1,701 hours in 2020-21 to 1,331 hours in 2024-25.

Additional caption-editing hours were delivered between 2020-21 and 2023-24, before caption editing provision ceased in 2024-25.

Table 6: Specialist NMH provision

|                                                 | 2020/21    | 2021/22    | 2022/23    | 2023/24    | 2024/25    |
|-------------------------------------------------|------------|------------|------------|------------|------------|
| <b>Students receiving in-house mentoring</b>    | <b>416</b> | <b>346</b> | <b>337</b> | <b>218</b> | <b>260</b> |
| Mentoring hours delivered                       | 5220       | 3883       | 3234       | 2708       | 3090       |
| Average mentoring hours per student             | 12.5       | 11.2       | 9.6        | 12         | 12         |
| <b>Students receiving in-house SpLD tuition</b> | <b>362</b> | <b>462</b> | <b>511</b> | <b>447</b> | <b>356</b> |
| SpLD tuition hours delivered                    | 2713       | 3196       | 3937       | 3687       | 2909       |
| Average SpLD tuition hours per student          | 7.5        | 6.9        | 7.7        | 8          | 8          |

This table shows specialist NMH provision across academic years from 2020-21 to 2024-25.

The number of students receiving in-house mentoring decreased from 416 in 2020-21 to 260 in 2024-25. Mentoring hours delivered reduced from 5,220 hours to 3,090 hours, with average mentoring hours per student remaining broadly stable at around 12 hours in recent years.

The number of students receiving in-house SpLD tuition varied across the period, from 362 in 2020-21 to 356 in 2024-25. SpLD tuition hours delivered ranged from 2,713 hours to 2,909 hours, with average tuition hours per student remaining stable at around 8 hours in 2023-24 and 2024-25.

Table 7: SpLD diagnostic assessments

|                 | 2020/21    | 2021/22    | 2022/23    | 2023/24    | 2024/25    |
|-----------------|------------|------------|------------|------------|------------|
| Full assessment | 375        | 363        | 321        | 179        | 301        |
| Top-up tests    | 12         | 4          | 8          | 0          | 0          |
| <b>Total</b>    | <b>387</b> | <b>367</b> | <b>329</b> | <b>179</b> | <b>301</b> |
| SpLD confirmed  | 99%        | 97%        | 98%        | 97%        | 93%        |

This table shows the number of SpLD diagnostic assessments completed across academic years from 2020-21 to 2024-25.

The total number of assessments decreased from 387 in 2020-21 to 179 in 2023-24, before increasing to 301 in 2024-25.

Most assessments each year were full diagnostic assessments, with very small numbers of top-up tests delivered after 2022-23.

The proportion of assessments resulting in SpLD confirmation remained high throughout the period, ranging from 99% in 2020-21 to 93% in 2024-25.

Table 8: DAS staffing and student ratios

| Year    | Students | Advisor FTE carrying casework | Caseload per 1.0 FTE Advisor |
|---------|----------|-------------------------------|------------------------------|
| 2020/21 | 5769     | 8.4                           | 687                          |
| 2021/22 | 6762     | 8.8                           | 768                          |
| 2022/23 | 7189     | 8.8                           | 817                          |
| 2023/24 | 7615     | 9.5                           | 802                          |
| 2024/25 | 7700     | 11.2                          | 688                          |

This table shows DAS staffing levels and student-to-advisor ratios across academic years from 2020-21 to 2024-25.

The number of students increased from 5,769 in 2020-21 to 7,700 in 2024-25.

Advisor FTE carrying casework increased from 8.4 in 2020-21 to 11.2 in 2024-25.

Caseloads per 1.0 FTE advisor increased from 687 students in 2020-21 to a peak of 817 in 2022-23, before reducing to 688 in 2024-25.

