REMOVING BARRIERS

# Accessible library support at LSE

A practical, relationship-led model for disabled and neurodivergent students

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OUR APPROACH

# A connected accessibility offer

Practical adjustments, easy referral routes and human support work together.

1 **Spaces & technology** Priority PCs, bookable study spaces and assistive technology rooms

2 **Resources** Book fetch, alternative formats and help with reading lists

3 **Borrowing & storage** Inclusive borrowing, extended loans and accessible lockers

4 **Navigation** Tours, orientation and clear signposting across the Library



THE BUDDY SERVICE

# One named contact, backed by a team

A relationship-led route through services, systems and pressure points.




**START**

**Introductory email and meeting, in person or online**

**STAY CONNECTED**

**Email or Teams contact, plus at least one check-in each term**

**SOLVE & REFER**

**Help directly where possible, then fast-track to the right specialist**

*The buddy is not expected to know everything. The strength is continuity, trust and effective referral.*

RESOURCES

# From reading list to usable format

The aim is timely access in the format that works for the student.

| | | |
|---|---|---|
| 1 | **Ask early** | Identify a print disability or format requirement as soon as possible. |
| 2 | **Check what exists** | Review the catalogue and reading list for suitable electronic versions. |
| 3 | **Source or create** | Arrange an alternative format, printed copy or enlargement where needed. |
| 4 | **Keep ownership** | The buddy follows progress and helps resolve delays near deadlines. |



BELONGING

# Drop In & Discover

Low-pressure events make services visible and relationships easier to start.



## Why it matters

- Meet staff before a problem arises
- Explore assistive technology and spaces
- Ask questions without a formal appointment
- Connect with peers and build confidence

**A soft entry point into formal support**

FOR OTHER LIBRARIES

# What is transferable?

The model depends on clear ownership and a supportive network, not on one specialist.

### Named contact

Give students one recognisable route into support.

### Networked delivery

Recruit front-facing staff and back them with clear escalation routes.

### Regular rhythm

Use welcome messages, termly check-ins and informal events.

### Joined-up adjustments

Connect spaces, borrowing, retrieval and formats.



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# Questions and discussion