

This Student Support Document has been developed after analysis of specialist evidence and is designed to advise Colleges/Departments/Faculties of recommended support and adjustments for individual disabled students. This document is sent to you with the student's consent and should be distributed as indicated overleaf. It is acknowledged that the support and adjustments recommended herein may already be part of existing policy and practice. The Code of Practice on reasonable adjustments for disabled students details the responsibilities of Colleges and departments in communicating, establishing and monitoring adjustments for students  
[http://www.admin.cam.ac.uk/offices/education/support/reasonable\\_adjustments2014-15.pdf](http://www.admin.cam.ac.uk/offices/education/support/reasonable_adjustments2014-15.pdf)

If you have any questions please contact **{Insert Disability Adviser Name}** (Disability Adviser) at {insert email address}. Further information on support and adjustments is located at: <http://www.disability.admin.cam.ac.uk/teaching-disabled-students>, and for training courses, and resources at: <http://www.disability.admin.cam.ac.uk/thinking-about-disability/training>

<b>Student Name/D.O.B.</b>	Ivan Green
<b>Email address</b>	XX
<b>College/Tutor</b>	XX
<b>Department/Faculty</b>	XX
<b>Level of Study</b>	Undergraduate
<b>Course/Year</b>	2 <sup>nd</sup> year
<b>HESA Disability Category</b>	11
<b>Disability Adviser</b>	XX

#### Details of student's disability/difficulty and impact on study

Ivan has been diagnosed with dyslexia during the Michaelmas term of his second year. In his case, the diagnosis means he has difficulty with planning and constructing essays, taking accurate notes and reads slowly.

**Ivan's difficulties will be ameliorated by following the best practice guidance on teaching and learning. See Best Practice sheet below.**

#### Student's recommended disability-related academic support

##### Lectures

- Handouts in advance
- Permission to record lectures
- Information should be left on the board to allow adequate copying time

##### Supervisions

- Additional discussion around the planning and preparing of essays
- Advice on issues to raise in his 1:1 study skills sessions
- Directed reading lists in advance
- Instructions and feedback in written form
- Examples of model essays
- Where discussion material needs to be read during a class or tutorial/supervision adequate time should be allowed to enable this student to process the information and respond

##### Practicals

<b>Libraries</b> <ul style="list-style-type: none"> <li>Extended library loans</li> </ul>

<b>Physical adjustments</b>
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<b>Personal Emergency Evacuation Plan (Peep) required: NO</b>
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<b>Examination and assessments</b> <ul style="list-style-type: none"> <li>25% extra time</li> <li>Assignments, projects, exams and final dissertation should be marked to show that this is the work of a student with dyslexia and marked accordingly.</li> </ul> <p>This information is for advisory purposes only and does not constitute an application for examination access arrangements.</p>
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<b>Student's recommended disability-related pastoral support</b>
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<b>Accommodation</b>
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<b>Catering</b>
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<b>Social Support</b>
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<b>Induction and Orientation</b>
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<b>Support provided by the DRC</b>
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Ivan is applying for Disabled Students Allowances to fund 1:1 study skills support, additional photocopying and printing, and assistive technology.
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<b>Evidence received by the DRC</b>
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Educational Psychologist Report, Needs Assessment Report
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<b>Please circulate this document to the following parties: (as agreed with the student)</b>
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Senior Tutor, College Tutorial Office, Departmental teaching staff, Library staff, laboratory managers
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<b>Date of Student Approval:</b>	<b>Version:</b> E.g. 1, 2, 3 <b>Last updated:</b> 30 August 2016
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## Best Practice when working with students with Specific Learning Difficulties

### Key Support Actions

- Permit recording of lectures, supervisions, dissertation tutorials, and guest speakers
- Provide handouts in advance of lectures
- Provide directed reading lists and/or guidance with identifying and organising reading materials relevant to this student's research (as appropriate)
- Extend loan periods for books
- Facilitate examination access arrangements (such as extra time/ use of a word processor/ rest breaks/ marking advice to examiners/ recommendations for adjustments in a Viva)

### Supporting and teaching students with Specific Learning Difficulties

#### Supervisions:

- Arrange regular scheduled meetings to assist with remaining on track. These should be at an agreed frequency and, ideally, take place at the same time/place/day to assist with organisation.
- Give adequate time for this student to assimilate information and prepare answers to verbal questions or discussion materials. This student may find it easier to summarise their work or research orally rather than in writing.
- Help this student define the scope and limit of their assignment/research. Monitor progress, and establish clearly defined academic goals
- Provide any discussion materials to be used in the supervision in advance
- Use concise, clear, and explicit language
- Provide instructions in written form or allow student opportunity to record them
- Provide assignment deadlines well in advance with clearly defined academic goals and timelines
- Provide exemplars of expected work/assignments
- Provide written and verbal feedback focusing on content, while noting any spelling or grammar errors
- Provide detailed, legible feedback on strong points of the written work as well as areas for improvement
- If assignments or tasks are lengthy, help the student break the task into its component parts. Set regular, mini, targeted deadlines for each part
- Extra time to complete reading and writing tasks/flexibility over deadlines where possible
- Repetition of information, instructions or demonstrations may be necessary
- Flag up/identify essential information
- A glossary of key terms/phrases would be helpful

#### Lectures:

- Give permission to take notes using a laptop computer
- Leave information on the board to allow adequate copying time
- Provide copies of PowerPoint presentations, handouts, lecture notes, and discussion documents, where available, preferably in advance in electronic format
- Number PowerPoint slides and use a pastel coloured background where possible
- Flag up/identify essential information
- A synopsis at the start of the lectures and effective signposting throughout. At the conclusion of each lecture, review major points
- Provide reading lists in advance

#### Practicals:

- Give permission to record instructions

- Break lengthy tasks into stages
- Repeat information when necessary
- Provide instructions, processes, and protocols in written and verbal form
- Give clear information in advance about field work and years abroad and offer discussions about ensuring access

EXAMPLE