

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

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>

Student Name/D.O.B.	Lily Jenkins
Email address	XX
College/Tutor	XX
Department/Faculty	XX
Level of Study	undergraduate
Course/Year	1st
HESA Disability Category	06
Disability Adviser	XX

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

Lily has a diagnosis of depression and anxiety since 2009 which she manages with support from GP and counselling. This means she can experience poor concentration, fatigue and low mood. This means that she needs to take frequent short breaks when studying, will need explicit feedback on individual pieces of work and will need support to participate in group and public discussions.

A consistent timetable will enable Lily to access her other support which will mean she is more likely to stay healthy.

Lily'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

- Opportunity to ask questions outside the larger group eg via email
- Reserved seating

Supervisions

- Well managed discussion
- Clear feedback on written work highlighting positive points in addition to areas for improvement

Practicals

<ul style="list-style-type: none"> Regular reminders of time available to manage pressure 	
Libraries <ul style="list-style-type: none"> May need additional loans and extended loan periods if unwell 	
Physical adjustments Not required	
Personal Emergency Evacuation Plan (Peep) required: NO	
Examination and assessments <ul style="list-style-type: none"> Lily will need to take exams in a small group or alone. <p>This information is for advisory purposes only and does not constitute an application for examination access arrangements.</p>	
Student's recommended disability-related pastoral support	
Accommodation	
Catering	
Social Support <ul style="list-style-type: none"> Additional support from college parents would be of benefit 	
Induction and Orientation <ul style="list-style-type: none"> It would be of benefit for Lily to move up to Cambridge early to orient herself and start her support 	
Support provided by the DRC	
Mentoring	
Evidence received by the DRC	
Medical letter, Needs Assessment Report	
Please circulate this document to the following parties: (as agreed with the student)	
Senior Tutor, College Tutorial Office, Departmental teaching staff, Library staff, laboratory managers	
Date of Student Approval:	Version: E.g. 1, 2, 3 Last updated: 30 August 2016

Best Practice when working with students with mental health difficulties.

How do mental health difficulties impact on study?

The impact of a mental health difficulty will vary from individual to individual and will depend upon a range of factors including time since diagnosis, and support available. Students with mental health difficulties may need support in the following areas:

- Fatigue: medication may increase fatigue in the mornings and a change in medication may mean a student has additional difficulties in the interim period
- Anxiety, including social anxiety
- Poor concentration
- Low mood
- Auditory and visual hallucinations: these are less common but may also impact on concentration

Key Support Actions

- Be clear on deadlines and course requirements
- Summarise at the end of meetings/discussions
- Approach instructions and feedback calmly; students with mental health difficulties are not motivated by forceful criticism
- Keep in touch

Supporting and teaching students with mental health difficulties

Inclusive Teaching

Many principles of [inclusive teaching](#) are beneficial for students with mental health difficulties.

Particular examples are highlighted below:

- Timetables to take account of medication needs and appointments for support
- Well-structured lectures and supervisions so that if concentration is poor the student can easily find their place again
- Lecture materials and Deadlines in advance and clearly described academic tasks
- Provide legible written feedback, including good points and aspects requiring further development. This is useful to the student as it avoids the need to record feedback while discussing it and provides a helpful reference.
- Firm management of group discussions to manage any difficult conversations. This helps to reduce any anxiety felt by the student about taking part.