

# Student Support Plan (B)

Please read this plan and the accompanying guidance notes carefully.

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## 1. Personal and disability information

<b>Name/known as:</b>	
<b>Student ID:</b>	
<b>College:</b>	
<b>Programme:</b>	
<b>Level:</b>	
<b>Department/Faculty:</b>	
<b>Start year:</b>	
<b>Key DAS contact:</b>	
<b>Disability type:</b>	
<b>Disability information:</b>	

**Confidentiality:** The student has given their consent for information about their disability to be shared on a need-to-know basis with appropriate staff in line with Data Protection Act requirement.

## 2. Impact on study information

For information about mental health disabilities and implications for study, please see the [DAS implications for study guides](#).

## 3. Recommended adjustments

### Teaching

The measures described in the [disability inclusion statement](#) (SSPA) apply to this student's support arrangements. SSPA is often of less direct relevance for PGR students, but the measures should be implemented where applicable.

In addition, the following adjustments are recommended:

- Supervisors: Consider the frequency, duration and format of supervisory sessions and discuss options with your supervisee. Offering optional, supplementary meetings in-between formal supervisions may further support the student.
- Supervisors: Use clear language for instructions and feedback and reinforce in writing. Provide opportunities for students to ask for clarification.
- Supervisors: Student can make their own recording of supervisions and/or agree with you a preferred method for confirming and documenting the main points of the session. Student to refer to their responsibilities relating to recordings, as set out in the [educational recordings policy](#), §26-30. [Staff guidance on student recordings](#).
- The student needs to manage their health through the day and may need to, for example: leave the room/session at short notice, take a rest break, take medicine, stand up and move around.
- Supervisors: Allow for the student needing more time to complete extended reading. They may need some additional guidance as they carefully prioritise which resources they engage with.
- Fieldwork and research trips: Early consideration of adjustments that may be required. Adjustments might include: taking into account the impact of the disability in timetabling (where feasible), including rest breaks; in-person or virtual familiarisation visits (tasks involved, expectations); discussion of relevant coping strategies; subsequent check-ins to review arrangements.

## Examinations (Transfer of Status, Confirmation of Status, final viva)

### Action for research student:

To gain approval for adjustments to examinations, an application must be made by the research student via the GSO.19 form on the [graduate forms](#) page. Please see [6: Guidance notes](#) in this document for further information.

## 4. For staff

### Advice for supporting students

The following advice for supporting doctoral students is based on inclusive teaching principles.

- Be flexible: let your supervisee know you are interested in understanding their individual study needs and preferences and explore how these may be incorporated into the way you work together. Depending on what the student wants to cover, this might include talking through this Student Support Plan.
- Support the student to identify their key goals and make prioritization decisions to balance the demands of primary research and writing up alongside the many other tasks associated with doctoral study. Supporting the student to develop a realistic workplan that is adjusted as needed and incorporates what works for them to support their wellbeing will nurture the skills needed to stay on track in a sustainable way.
- Offer opportunities to practice and develop collaborative-working and presentation skills in a supportive environment before major or summative tasks requiring these skills.
- Some students may not be confident to participate in **group work**; sensitive support, including adjustments to the task might be needed. When planning group work, build in opportunities for all students to access support with problems that may arise.
- Some students may be particularly affected by stress or anxiety triggered by public speaking. Students may be supported to develop coping strategies to manage this or it may be necessary to make adjustments. Discuss together what may help/what may be possible in the context of the project.

- Ensure feedback is clear, constructive, and helps the student identify specific areas to develop further. You could check with the student how feedback affects their motivation. See: [Oxford Teaching Ideas: Feedback](#)
- If applicable, consider how to support a student with a return to study after a period of absence. [Guidance on return to study](#)

## Sources of support and training

- For advice and information, staff may contact DAS by email on [disability@admin.ox.ac.uk](mailto:disability@admin.ox.ac.uk), or see [Supporting disabled students: A guide for staff](#) or our [student web-page](#).
- There is guidance for tutors on [Supporting Student Mental Health and Wellbeing](#). Staff can explore training opportunities for supporting students with a disability at the [Disability confidence web-page](#).

As part of the University's IncludEd campaign, The Centre for Teaching and Learning has developed a [Guide to inclusive teaching](#). There are also [Oxford-specific online courses](#): 'DPhil Supervision at Oxford (Humanities and Social Sciences)' and 'an Introduction to Inclusive Teaching at Oxford'.

## 5. For students: Important sources of support

### Contact your Disability Coordinator

**If at any point you are experiencing disability-related barriers to study, please contact your Disability Coordinator.**

The primary contact for postgraduate research students is the [disability coordinator](#) in their department. However, if the barrier to study relates mainly or solely to college provision, students should contact the [disability coordinator](#) in their college.

### Accessing welfare support and other resources

- Counselling and therapy is available from [University Counselling Service](#); [NHS Talking Therapies](#); private therapists can be found via the [Counselling Directory](#).
- Every college has a welfare team to support students. Links to the welfare section of every college website are at [College support](#).
- The [University Counselling Services supportive resources](#) for students.

- The NHS has self-help resources for a wide range of mental health concerns - [Self Help Leaflets](#).
- Bodleian Libraries: [Services for Disabled Readers](#).

## Applying for Disabled Students' Allowance

If you have not already done so, UK ('home') students with a disability should consider applying for Disabled Students' Allowance (DSA). Applying for DSA means that you can access a Study Needs Assessment (SNA), which gives an individualised insight into the study aids and support that may be helpful. For example, where indicated, the SNA could lead to funding for some of the following:

- Sessions with a mental health mentor several times each year who can help with developing strategies for managing the impact of the condition, maintaining realistic study patterns and a healthy routine.
- Assistive Technology - physical study aids and computer software, which can be used to support note-taking, planning and organisation.
- Assistive Technology training – so that you can get the best out of the technologies recommended for you.
- A laptop (students contribute the first £200).

See our [funding page](#) for more information about the appropriate application route, depending on your funding body. It can take up to 14 weeks for applications to be processed and support implemented. Please contact DAS at [disability@admin.ox.ac.uk](mailto:disability@admin.ox.ac.uk) if you need help with your application.

**Re-applying:** Postgraduates will normally need to fill in a new form for each year of their course.

**All Research Council funded students** should contact their [DAS advisor](#) in the first instance, who will advise on eligibility and next steps.

International students (with the exception of Research Council-funded students) are not eligible for DSA, but can access an in-house assessment and support. International students should contact their [DAS advisor](#) if they would like to explore this option.

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## 6. Guidance notes

### Implementation of the Plan

The Student Support Plan (SSP) sets out the reasonable adjustments recommended by the Disability Advisory Service (DAS), based on evidence and information provided by the student. The recommendations are not exhaustive, and additional or alternative arrangements may be agreed if they address the disability-related barrier more appropriately in the study context, or where unforeseen barriers arise. If required, the SSP can be the basis for discussion about how best to implement adjustments and support the student, which may involve the student, disability coordinator, tutors or other staff as appropriate. The DAS ([disability@admin.ox.ac.uk](mailto:disability@admin.ox.ac.uk)) can provide additional advice where it is unclear which adjustments will be most effective.

## Impact on study

Many conditions fluctuate and therefore impacts might be experienced intermittently or present differently over time. Typically, symptoms and their impacts are exacerbated around key stress points in the year, such as when workloads and study schedules are most intense, or during assessment periods. Students should not need to discuss their needs with each member of staff they meet, or be expected to share personal or medical details.

## Examinations

**To gain approval for adjustments to examinations an application must be made by the research student via the GSO.19 form on the [graduate forms page](#).** Guidance on this process is provided in Section 7.4 and Annex C of the [Policy and Guidance on Research Degrees](#). Students can discuss their needs with their supervisor or departmental/Faculty disability coordinator prior to submitting this form.

Examination adjustments can be requested at any point leading up to submission of the thesis, but students are advised to make an application early to ensure arrangements are in place for Transfer and Confirmation of Status. In the application, students can request: that examiners are made aware of the impairment and any implications for the assessment; that reasonable adjustments or inclusive practice already in place for supervisions are replicated during the assessments; any other adjustments needed or recommended in the Student Support Plan.