

Disability Advisory Service

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[Student disability webpages](#)



Student Support Plan (B)

Please read this plan and the accompanying [guidance notes](#) carefully.

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1. Personal and disability information

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

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

For more information about neurodivergent conditions, which includes SpLDs, 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: 1. teaching materials provided electronically in advance; 2. structured reading lists; 3. access to lecture recordings (or alternative methods for content capture where recordings cannot reasonably be provided); 4. flexibility on occasion with formative work and 5. additional library support. These measures are key for ensuring access to learning for disabled students.

In addition, the following adjustments are recommended:

- Tutors: 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.
- Tutors: Offer additional support with establishing priorities for workload.
- Tutors: Use clear language for instructions and feedback and reinforce in writing. Provide opportunities for students to ask for clarification.
- Practicals or laboratory work (for students with dyspraxia, autism or ADHD): evaluate the need for an individual risk assessment for practical or laboratory settings, to be carried out by the relevant lab/safety manager.
- Practicals, lab or placements (for students with dyspraxia or with features of dyspraxia): provide support to acquire/practice skills involving fine motor dexterity; provide additional support on occasion for these activities if requested by the student.
- Allow for the student needing additional time on occasion to write up their lab-book or field-notes.

Examinations and assessments

Examinations

The student is eligible for the following adjustments, subject to confirmation they want these and submission of an application by their college (see [guidance notes](#)):

- Additional examination time of 15 minutes per hour (can be used for resting at desk or for examination work).
- Use of a computer with spelling and grammar checks enabled (does not apply to students in Chemistry, Engineering, Maths, Physics).
- (where applicable) Vivas and practical exams: additional time for any reading required during the assessments; examiners to be made aware of the impact of the disability.
- [Inclusive Marking Guidelines](#) to be applied to university assessment submissions.

Summative assessment deadlines:

- Students and college to action: if the student experiences an exacerbation of their disability and this impacts their ability to meet a summative assessment deadline, they should contact the academic office in their college, who may apply to the Proctors' Office for an extension of up to 14 days using the SSP instead of further evidence. If an extension beyond 14 days is needed, additional evidence is required. Guidance for students about extension applications is available at: [Problems completing your assessment](#).

4. For staff

Advice for supporting students

The following advice for supporting students with a Specific Learning Difficulty is based on inclusive teaching principles.

- **(Tutorials)** Be flexible: let all students know you are interested in understanding their individual learning needs and preferences and can talk separately to explore how these can be accommodated. This might lead to a short, informal meeting. Depending on what the student wants to cover, this might include talking through their Student Support Plan.
- Course information: provide key information, deadlines and timetables in advance on Canvas in a clear, easy-to-find format.

- State the aims of a session at the start; summarize key points throughout and at the end; pause regularly when speaking so students can process the information and take notes if needed.
- Allow enough time for students to complete tasks and reading in lectures, tutorials, labs or practicals. Build in extra time to resolve problems, and for students who may need longer to progress through tasks. Offering instructions in multiple modes (spoken, written, video recordings), and making these available before, during and after practical sessions will be helpful for all students.
- If possible, provide additional opportunities to practice techniques before or after practical sessions, for example with the use of computer simulations.
- Consider a mix of teaching resources to reduce reliance on dense written text. For e.g. employ visual learning materials - pictures, flow charts, diagrams, graphs, demonstrations, videos, etc.
- Consider a variety of different teaching and learning approaches: students with a Specific Learning Difficulty may benefit from [active learning approaches](#), for example. If you try a new approach, ask your students about their experience.
- Dissertations and research projects: provide additional academic skills advice where needed: prioritisation and time management; planning and expressing ideas in written work; research and note-taking.
- Ensure feedback is clear, constructive, and helps the student identify specific areas to develop further. See: [Oxford Teaching Ideas: Feedback](#)
- Follow [guidance on accessible formatting of learning materials](#):
 - Minimum size 12-14 sans serif font (e.g. Arial, Verdana)
 - Avoid italics and underlining (bold is better)
 - Demarcate text structure using [heading styles](#), bullets and numbering
 - Use contents pages, number document pages and slides
 - Provide learning materials in electronic formats (e.g. Word, HTML).

Sources of support and training

- For advice and information, staff may contact DAS by email on 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](#) including: 'An Introduction to Inclusive Teaching at Oxford' and 'An Introduction to Tutorial Teaching at Oxford (Sciences)'. The [Oxford Teaching Ideas](#) resource also has [Making tutorials inclusive](#), [Making lectures inclusive](#) and [Designing inclusive lab practicals](#).

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.

Undergraduates: your primary contact is the [disability coordinator](#) in your college. However, if the barrier to study relates mainly or solely to departmental teaching, please contact the disability coordinator in your department.

Postgraduate taught students: your primary contact is the [disability coordinator](#) in your department. However, if the barrier to study relates mainly or solely to college provision, please contact the disability coordinator in your 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](#)

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:

- 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.
- 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 if you need help with your application.

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 [link advisor](#) if they would like to explore this option.

Re-applying: Most full-time undergraduate students who have applied for Student Finance should not need to re-apply for DSA in subsequent years, unless they change course (with the exception of [SAAS](#) funded students). However, **postgraduates, part-time students, and undergraduates who did not apply for Student Finance will normally need to fill in a new form for each year of their course.** Once DSA is awarded, check with your funding body if you are unsure whether there is a need to re-apply each year.

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) 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 and assessments

All students with an SpLD will have a flag added to their record by the Student Assessments Team to notify examiners that [Inclusive Marking Guidelines](#) need to be applied in marking summative assessments.

These are recommendations only: [an application](#) must be made by the student's college to the Student Assessments Team to approve the arrangements. The deadline for applications is Friday of week 4 in the term before the relevant exam/s. Before submitting the application, the college should confirm with the student that they want the exam adjustments listed on the SSP. Approved adjustments need to be replicated in any departmental or college exams where relevant to the assessment format and conditions. The recommendations given in this section may not take account of all assessment types used and therefore alternative adjustments may need to be considered. For advice on this, staff can contact DAS. Further information for students is available at [Student guidance on examination adjustments](#).

Students and disability coordinators can confirm adjustments are in place ahead of examinations by checking the student's e-Vision record.