

Student Support Plan (B)

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

Contents

1. [Personal and disability information](#)
2. [Impact on study information](#)
3. [Recommended adjustments](#)
4. [For staff: advice for supporting students](#)
5. [For students: Important sources of support](#)
6. [Guidance notes](#)

1. Personal and disability information

Name/known as:	
Student ID:	
College:	
Programme:	
Level:	Under-graduate and post-graduate taught degrees
Department/Faculty:	Humanities and Social Sciences
Start year:	
Key DAS contact:	DAS contacts
Disability type:	Social Communication
Disability information:	Autism or NHS Autism Assessment pathway

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 autism 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:

Access and Orientation

- Offer individual induction to buildings and premises.

Teaching

- Advance notice of changes to study venues and times where possible to allow time to adjust to change.
- Be aware that sensory and/or social overload may affect concentration, processing speed, and response time. Allow additional time for the student to process and respond to questions, and provide information on material to be discussed in advance where possible.
- Presentations and group work: be aware of the potential for increased anxiety and consider adjustments where needed (see [Advice for supporting students](#) section).
- Offer additional support with establishing priorities for workload, especially around competing deadlines and task-switching.
- Use clear language for instructions and feedback and reinforce in writing. Provide opportunities for students to ask for clarification. Feedback is clear, constructive, and helps the student identify specific areas to develop further. See: [Oxford Teaching Ideas: Feedback](#).
- The student needs to manage their health through the day and may need to: leave the room/session at short notice, take a rest break, take food and drink into sessions, stand up and move around the room, etc.

Programme/Department level

- (Where applicable) Departments to action: early planning of support and adjustments required for year abroad, fieldwork or placements. This will

involve working with the student to anticipate potential barriers to participation and identify support or adjustments required in a timely way. See [Study abroad, field trips, and placements](#).

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 passive noise cancelling headphones (ear defenders) or loop earplugs, as preferred (these need to be checked by invigilators on day of exam).

Summative assessment deadlines:

- Students and college to action: if the student experiences an exacerbation of their disability which means they cannot 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 autism is based on inclusive teaching principles.

Tutorials or group teaching

- **Offer flexibility.** Let all students know you are interested in understanding their individual learning needs and can talk separately to explore how these may be accommodated. By email (or if in person, not in front of other

students) let them know you have read their SSP and will implement the adjustments recommended to teaching. On occasion it will be helpful to review with the student that these are working as intended and to check whether any further or alternative adjustments are needed.

- **Course information:** provide key course 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.
- Be aware that some students may use fiddle objects, loop earplugs or ear defenders; may move around, fidget or stim; and may not make regular eye contact. These are essential to support concentration, thinking and emotional regulation.
- Some students may be particularly affected by stress or anxiety triggered by **public speaking or group work**. Students may be supported to develop coping strategies to manage this, including opportunities to practice in a simulated, supportive and low stakes environment. Discuss together what may help/what may be possible. It may be necessary to make adjustments to tasks or assessments or set an alternative piece of work, for example: (for presentations) presenting to a smaller group in a smaller venue, submitting an annotated or recorded slide deck presentation; (for group work): adjustments to group size, presentation format or participation expectations.
- Some students may not be confident to participate in **group work**; sensitive support, including adjustments to the task might be needed. Build in opportunities for all students to access support with problems that may arise.
- **Dissertations and research projects:** provide support for academic skills development, for example: prioritisation and time management; planning and expressing ideas in written work; research and note-taking.

Programme, department or college level

- **University transition:** college and department proactively communicate the transition support options available to autistic students and offer personalised support where this is needed.

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' (Humanities and Social Sciences). The [Oxford Teaching Ideas](#) resource also has [Making tutorials inclusive](#) and [Making lectures inclusive](#).

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

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 eVision record.