### Step 1

Students are advised to let the University know about their disability or specific learning difference in their UCAS/University application. The University will then email offer holders inviting them to [complete a form](#) to tell us about their disability-related support needs and to provide us with evidence of their disability, impairment, long-term health condition and/or specific learning difference. They should complete the form or contact the [Student Advice and Support Team](#) before they start their studies, as soon as possible after arrival, or when they consider they might need support.

**Who is involved?**
- Student
- Student Recruitment Team
- Student Advice and Support Team

### Step 2

Once the Student Advice & Support Team receives a student’s information, the student will be invited to have an online, phone or in person meeting with a Student Support Adviser (Disability) to discuss their experience of studying and the support available at the University. In this appointment the Student Support Advisers will explore, identify, and assess the student's study-related support needs, and agree a plan of action to support the student in their studies. This may include the implementation of provisions such as extra time in timed assessments such as exams; or that extra time can be granted for essays (with this to be agreed between the student and the course coordinator). The agreed provisions will be communicated to the relevant members of teaching and support staff via a database linked to the Student Record System, to which only authorised personnel have access. Provisions remain until changes are agreed and students are encouraged to contact the Disability team to discuss updating. With the student's permission, information about the nature of their disability or specific learning difference may be detailed on their provisions report. Note that the details of the student's condition (such as “autism”) may not be disclosed but details will be provided of the adjustments to be put in place and/or points of which staff should be aware.

**Who is involved?**
- Student
- Student Advice and Support Team
- Student Support Advisers (Disability)
- School Disability Coordinators

### Step 3

For students who are eligible, the Student Support Advisers may support them to apply to their funding body for Disabled Students' Allowance (DSA).

**Who is involved?**
- Student
- Student Support Advisers (Disability)
**Step 4**

Students may be recommended study-related support such as note-taking, proof-reading, specialist study skills, items of Assistive Technology (AT), AT training and specialist mentor support.

**Who is involved?**
Student
Student Support Advisers (Disability)
Support providers such as the University’s Academic Skills Adviser-Dyslexia and other Specific Learning Differences, Assistive Technology Advisers and Specialist Mentors

**Step 5**

The Academic Schools will ensure that any support provisions are arranged when assessment is not fully inclusive such as extra time in timed assessments, separate venues for on-campus assessments and if appropriate, different forms of assessment to demonstrate the same learning outcomes/core competencies. This will be coordinated by the School Disability Coordinators working with the course coordinator.

**Who is involved?**
Registry Exams Timetabling Team (arrange computers, readers, scribes and exam rooms for groups of less than 20 students)
Estates
School Disability Coordinator (arrange private exam rooms when students are not working with a reader and/or scribe)
Course Coordinator
Assistive Technology Advisers
Student Support Advisers (Disability)

**Step 6**

For students studying on campus who require accessible teaching and assessment venues and specialist study-related equipment, such as height adjustable desks in classes, this will be arranged to ensure that students can effectively engage with their studies. This can take time to set-up and therefore students are advised to let the Student Advice & Support Team know about their requirements as soon as possible.

**Who is involved?**
Student
Student Support Advisers (Disability)
School Disability Coordinators (taking the lead)
Estates
Room Bookings & Timetabling Team
Fire Safety Advisers
Assistive Technology

**Step 7**

Support is available to help students navigate the system and make the most of their time at the University

**Who is involved?**
Student (to make contact if they choose to do so)
UG Personal Tutor
PGT Programme Coordinator in School
PGR Support
AUSA Disabled Students Forum

**If it doesn’t seem to be working**

This shouldn’t happen but if it does, please contact the Student Support Advisers (Disability) and ask for the Rapid response action plan to begin. There will be a meeting in 5 working days to make a plan which takes into account legal obligations, academic core competences, and present physical/blended reality, and to have a clear communication pathway and timeline.