



## **SpLD Student Support Plans - Guidance for Departments and Students**

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### **SpLD**

SpLD (Specific learning difficulties) is an umbrella term used for dyslexia, but also includes dysgraphia, dyspraxia, dyscalculia, and Irlen Syndrome/Visual Stress. Students with SpLDs typically have slower than average writing speeds, have to spend much longer than their peers reading and re-reading material to check their understanding of its content, have difficulty organising their thinking and, in some cases, need to deal with the visual disturbance (scotopic sensitivity) which can make print appear to “dance” on the page. Impact on study includes difficulties working under time constraints, often find it harder to recognise errors in their own work, issues with reading and writing, discrepancy between the students ability to discuss topics and the quality of their written work. It would be very helpful to the student to have a discreet, confidential meeting to discuss their support needs with you if they require to do so.

**The following section includes recommendations disability services may apply, please refer back to the Student Support Plan for individual recommendations.**

### **Spelling/grammar sticker**

This means no penalties should be applied for errors of spelling and grammar providing the meaning is clear. This is not applicable to assessments where spelling and grammar or accuracy of transcription form part of the assessment criteria, such as foreign Languages modules.

### **Occasional extensions**

Occasional extensions for standard assignment deadlines where the student will be unable to meet a deadline due to their disability. The student will need to make a request in advance and in writing to their Departmental Disability Contact. The request must include the reason and, where appropriate, the duration to date of the period of particular difficulty. There is no requirement for the student to submit additional evidence or to apply for exceptional circumstances if an SSP is in place. Students are advised that this is not a recommendation for a blanket extension to deadlines. Should the department become concerned about the use, frequency or

effectiveness of extensions, they should call a review meeting with the student and Disability Adviser.

### **Lecture capture and personal recording**

We advise the use of lecture capture and to allow the student to record lectures, particularly where no lecture capture facility is available.

### **Lecture notes and materials**

Where lecture notes and lecture materials are not available elsewhere, e.g. the VLE, these should be sent to the student in advance. [Please read our guidance on producing accessible documents and presentations.](#) Please leave any additional board notes on display after the lecture to ensure that the student has sufficient time to copy them. In lectures, read aloud all visually displayed information.

### **Reading**

It can take students with SpLD longer to read and process written text. Please give guidance on essential reading. Any reading material that is to be used in teaching sessions should be made available at least 24 hrs in advance, if not available on VLE. Please do not ask students to read aloud without prior warning. Provide copies of the reading list at the earliest opportunity. Any extended library loans for key texts will be arranged by Disability Services.

### **Instructions**

Please give instructions and information clearly and be prepared to clarify the requirements of coursework and assignments, allowing students to record this for reference. Where possible, any written instructions for labs and practical sessions should be provided to the student in advance of the session to enable adequate preparation. Provide clear guidelines for specific formats i.e. reports to enable student to structure their work appropriately. Anticipate any practical problems by allowing the student to try out equipment they need to use as early as possible. Please be aware that students with SpLD may require 'thinking time' in order to process direct questions and formulate responses clearly.

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**If you find that it is impractical to put a particular adjustment in place, please contact us as soon as possible as it may be possible to find an alternative solution that will support the student.**

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