



SpLD Student Support Plans - Guidance for Departments and Students

SpLD

SpLD (Specific learning difficulties) is an umbrella term used for dyslexia, but also includes dysgraphia, dyspraxia and dyscalculia. 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 visual disturbance which can make print appear to “dance” on the page. Impact on study includes difficulties working under time constraints, often finding 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 or some HYMS modules.

Occasional extensions

If a student is unable to meet a standard assignment deadline due to their disability please use the [exceptional circumstances claim form](#), and indicate that you are requesting an adjustment via your SSP. There is no requirement for the student to submit additional evidence. 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. If you are a HYMS student you will need to read the policy and complete the [HYMS Exceptional Circumstances Claim Form](#).

Lecture capture and Personal Recording

Advised use of [Replay lecture capture](#). Allow the student to record lectures, particularly where no lecture capture facility is available in the timetabled room. In accordance with a preferred learning style, and to manage their time effectively, students may access lecture content online, as opposed to in-person.

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.

Instructions, clarification and questioning

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 students 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.

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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