



## **UCP-ALS001 Higher Education Additional Learner Support Policy**

### **1. INTRODUCTION**

- 1.1 Additional Learning Support is a service that is provided to help students who have disclosed a disability, learning difficulty or medical condition, whilst they are studying at University Centre Peterborough. We aim to remove any potential barriers to learning to ensure that students develop their personal skills and confidence and (where possible) become independent in learning and achievement of their learning goals, personal goals, and employment ambitions. This policy outlines the reasonable steps that UCP will take to support students with additional learning needs.

### **2. PURPOSE**

- 2.1 To ensure compliance to statutory duties approved under the Equality Act 2010 to identify, assess and provide support for students with a disability, health condition or additional learning needs<sup>1</sup>.
- 2.2 To work in partnership with local authorities (DSA and Student Finance England) and other agencies to contribute to multi commissioning and working.
- 2.3 To complete student-centred annual reviews for students with an additional support documentation (e.g., Statement of Reasonable Adjustments, Personal Emergency Evacuation Plan (PEEP)).
- 2.4 To ensure that any student with additional support needs will not meet barriers to learning
- 2.5 To ensure the right support is provided and reasonable adjustments are maintained with regards to securing suitable provision
- 2.6 To support an inclusive approach to learning and teaching which is embedded in all subject areas and all levels
- 2.7 To ensure all applicants have an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning
- 2.8 To ensure that students with additional support needs are communicated to the Assessments Team to ensure that any differentiation is proportionate to their SoRA.
- 2.9 To continually monitor the progress of all students, in order to identify needs as they arise and provide support in a timely manner
- 2.10 To ensure that students with additional support needs are perceived positively by all members of the UCP community and inclusive provision is positively valued and supported by staff and relevant stakeholders
- 2.11 To work with the students in planning and any decision making that affects them.

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<sup>1</sup> These groups of students will be referred to as students who require additional learning support.

- 2.12 To clearly advertise the support available to students with additional support needs, providing clear descriptions of the support and services available at UCP for students with special educational needs
- 2.13 To develop student's independence to enable them to be prepared to meet their future goals
- 2.14 To promote additional study programmes to students so they have the skills needed to achieve positive outcomes and gain employment.
- 2.15 This policy outlines the responsibilities and processes for staff to follow when processing disclosures from applicants and students requesting additional learning support (ALS).
- 2.16 The purpose is to have a clear policy that will:
  - a) apply a uniformity and consistency of treatment across UCP
  - b) provide clear guidance on the process to be followed when a student requests additional learning support

### **3. SCOPE**

- 3.1 This policy applies to all staff who are responsible for the collection, storage, processing of student data and for providing advice to students. It applies to students enrolled on a UCP awarded programmes. This policy applies to all Higher Education provision offered by University Centre Peterborough. This also applies to sub contractual provision and both the Stamford and Peterborough Campuses.

### **4. RELATED DOCUMENTS**

- 4.1 This policy is based on the expectations contained within Chapter B2 of the UK Quality Code for Higher Education, published by the Quality Assurance Agency for Higher Education (QAA). It complies with awarding body and validating partner's admission procedures.

<http://www.ucp.ac.uk/policies/>

UCP-REC001 Higher Education Recruitment and Admissions Policy

UCP-FIT001 Higher Education Fitness to Practise Policy

UCP-DIS001 Higher Education Student Disciplinary Policy and Code of Conduct

HE Student Charter

Terms and Conditions of Admissions and Enrolment

### **5. RESPONSIBILITIES**

- 5.1 The Academic Director has overall responsibility for the policy but has delegated day-to-day responsibility for overseeing its implementation to the staff identified. All relevant members of staff have been made aware of the procedure and have received appropriate training.
- 5.2 Disability and Equal Opportunities are monitored by the Admissions and Widening Access Committee who regularly sample data on Access, Success and Progression for student from characteristic backgrounds. The is then presented as part of UCPs Access and Participation Plan and where issues are highlighted these are added to the APP Action Plan and investment is made.
- 5.3 UCP Student Support is responsible for tracking additional Learning support and health and safety risk assessment requests concerning applicant/students. They are also responsible for referring these requests to the appropriate IEG team.

- 5.4 An assessment of student's additional learning support is carried out by the IEG Additional Learning Support Team which, in consultation with the student, and where appropriate the relevant course staff.
- 5.5 Where onsite / activity related to the programme of study clearly identifies risks to a student, the IEG Director of Estates and Health & Safety is responsible for ensuring a risk assessment is carried out.

## **6. RISK ANALYSIS**

- 6.1 This policy is required to ensure that students with additional learning needs are fairly supported by the institution as bound by UK legislation. This policy is dependent on the student communication and evidence.

### **Analyse risks of non-adherence to this policy**

- 6.2 Failure to adhere to this policy could lead to academic failure of students, complaints and in extreme cases, legal action regarding the Equality Act 2010.

### **Staff training needed**

- 6.3 All staff involved in teaching, enrolling, supporting students, and offering Information advice and guidance are required to undertake annual training delivered by the HE Student Support Team to outline the support that is available and the process by which students can be referred for support.

## **7. DATA PROTECTION**

- 7.1 UCP complies with the provisions of the General Data Protection Regulation Data Protection Act, 2018. As such, applicants' and student data are treated as confidential by all staff involved in this process and is not divulged unnecessarily or inappropriately. However, the aforementioned Act requires UCP to release certain information to UK authorities upon request in order to assist those authorities with the prevention and detection of fraud or other crimes. We will release the requested information on receipt of an appropriate request from UK authorities such as (but not limited to) the police, Home Office (for immigration and related matters), local authorities, and the Department for Work and Pensions. We may use anonymised data collected as part of an individual's application and enrolment for the purpose of fulfilling statistical and reporting requirements.

- 7.2 UCP will collect data on student course transfers, and use the data:
- a) internally for reporting, evaluation, learning and training; and
  - b) externally for discussion with regulators in the higher education sector

- 7.3 The data used by UCP for the purposes set out above will be anonymised. Personal data and sensitive personal/special categories of data ('Personal Data') as defined by the Data Protection Act 1998 (the "DPA") or the General Data Protection Regulation ("GDPR) as relevant may be disclosed to UCP members of staff and regulators only for those purposes. Personal Data will not be shared with any other third parties unless UCP has the student's express consent, has a statutory obligation to do so, or is otherwise permitted to do so under the DPA/GDPR.

## PROCEDURE

### 8. Additional Learning Support Available

8.1 UCP wants every student to achieve their full potential, so offer additional support in collaboration with Inspire Education Group (IEG), tailored to help with individual personal or learning needs.

8.2 Students can benefit from:

- In class, small group or 1:1 support.
- Loan of specialist assistive equipment/software to support with independent learning.
- Resource adaptations.
- Reasonable adjustments, bespoke study programmes and transition arrangements.
- Specialist support and personal care (including help at mealtimes) for students with disabilities.
- Sensory support for students with hearing or sight impairment.
- Specialist support for students with dyslexia, dyspraxia, and dyscalculia.
- Support for students living with medical conditions, emotional or behavioural difficulties, and autistic spectrum disorders or Asperger's syndrome.
- Mobility support.
- Special arrangements for exams and assessments
- A statement of reasonable adjustment - SoRA (Appendix A) where DSA will not cover the costs of support.

### 9. Identification

9.1 It is the student's responsibilities to declare any special educational needs, disabilities or medical conditions which may affect their learning, this can be done through the following methods:

9.2 Before enrolment:

- the UCP application form allows applicants to declare additional learning needs;
- applicants are advised that they must contact the Student Support team to discuss ALS needs prior to application or on receipt of an offer letter from UCP. As part of the offer pack, students are sent details about additional learning support.

9.3 On programme:

- students are requested to complete an ALS Disclosure form upon enrolment if they have not completed previously. This is sent by the student direct to UCP Student Support. The details of the disclosure are not seen by Admissions or enrolment staff.
- students can self-refer by completing an ALS Disclosure form.
- identification from tutors where it is identified a student is having difficulties that may be because of additional support need. **Tutor Evidence form (Appendix B)**

9.4 Students have the right to decline the additional support available. In these instances, they should complete a **Decline of Support form (Appendix C)** and return it to the Student Support team. Students can request to have this reviewed at any point in their study directly with the Student Support team; although student expectations should be managed about the timeframes involved in getting additional support in place.

## 10. Response to disclosure at application or enrolment

- 10.1 Admissions staff indicate on the Student Record System if an applicant has declared that they have a support need on an application form. Applicants do not provide any details. If at interview stage an applicant declares that they have a support need this is reported back to the Admissions Team and recorded on the Student Record System. Note that no specific details are provided by the applicant or seen by Admission staff. The applicant is asked if they have a disability, a medical condition, or a learning difficulty. No detail is requested at or seen by admissions or enrolment staff. Only a box is ticked on the Student Record System to indicate if a student has requested a referral.
- 10.2 The Student Support team runs a report from the Student Record System which lists applicant names and contact details who have indicated that they have an ALS need. Student Support sends out correspondence asking the applicant to complete an **ALS Disclosure form (Appendix D)** and return it direct to the Student Support team for processing.
- 10.3 The UCP Student Support and ALS Team have access to a protected section on the students record held on the Student Record System. The details on the completed disclosure form and any actions as a result are entered into the Student Record System. Only they can view this information.
- 10.4 The Student Support team will be accessible during the enrolment period to discuss ALS needs with new students. Should a student require a full appointment, the Student Support team will arrange for an appointment to discuss matters.

## 11. Response to Disclosure on Programme

- 11.1. Tutors can refer students to Student Support where it is identified a student is having difficulties that may be because of additional learning needs. In these instances, tutors must complete a **Tutor Evidence form (Appendix B)** and send it to Student Support for processing.
- 11.2. The Student Support Team work closely with the Management Information Systems team to update the records of student who declare a disability after an enrolment period to ensure that their profiles accurately reflect their disclosure.

## 12. Restrictions

- 12.1. It is expected that students requesting additional learning support from UCP applies for the Disabled Student Allowance. Students must send evidence of their DSA confirmation to the Student Support team before a referral can take place unless the student needs diagnostic testing as part of the DSA evidence base.
- 12.2. Instances where students are not in receipt of DSA should be referred to the IEG ALS Team via Student Support and Statement of Reasonable Adjustment (SoRA) is completed.

## 13. Medical Conditions and Disabilities

- 13.1. Specialist IEG staff will complete a risk assessment for all persons who have disclosed medical conditions or disabilities that may require support from UCP or its staff. A member of the IEG ALS Team or Health and Safety Team is allocated the role dependant on the nature of the disclosure as determined by UCP Student Support.
- 13.2. Risk assessments are not usually required in the case of minor conditions which are well controlled. If the specialist IEG Staff needs to obtain further information from an individual's Doctor or other health professional, the individual will be notified and permission requested,

as set out in UCP's Fitness to Study Policy. In all cases of a medical / first aid incident, IEG arrangements for first aid will apply.

*NB. The safe storage of medication will be considered in line with the IEGs Storage and Safe Administration of Student Medicines Policy. The onus is on the individual with the medical condition to disclose information and, if there is a change, to ensure that the appropriate staff are made aware.*

#### **14. Referrals**

- 14.1. Student Support should refer students with undiagnosed educational needs or with DSA restrictions to the IEG ALS team for assessing or diagnostic testing.
- 14.2. Student Support should refer students with medical conditions to the Anglia Access, one of the Disabled Student Allowance Quality Assurance Group, or a suitable assessment centre. The Anglia Access team will provide the student and Student Support with a Needs Assessment Report (NAR).

#### **15. Statement of Reasonable Adjustment**

- 15.1. A Statement of Reasonable Adjustment (SoRA) details the specific support plan that will be put in place at UCP based on the outcomes of the NAR.
- 15.2. Upon receipt of DSA confirmation and a NAR, the Student Support team must invite the student for a Statement of Reasonable Adjustment (SoRA) meeting.
- 15.3. All SoRAs are signed off by the Deputy Director and the student.
- 15.4. The Student Support team will circulate the SoRA to the following staff:
  - UCP HE Manager
  - UCP Deputy Director
  - UCP Personal Tutor
  - UCP Course Leader
  - IEG Additional Needs Coordinator
  - UCP HE Student Support Officer
  - UCP HE Student Advisor
  - IEG Examination and Assessment Officers
  - IEG Library Managers
- 15.5. It is the responsibility of Course Leaders to share this SoRA with the student's specific Module Tutors to ensure correct support is in place for the student.

#### **16. Risk Assessments and Personal Emergency Evacuation Plans (PEEP)**

- 16.1. Students who have declared a medical condition and/or a disability must be referred to the IEG Director of Estates and Health & Safety for risk assessment. These students are also invited to complete a Personal Emergency Evacuation Plans – PEEP (Appendix E) with Student Support.
- 16.2. Risk Assessments and Personal Emergency Evacuation Plans (PEEP) are stored in the reception area of UCP.
- 16.3. The Student Support team will circulate Risk Assessments and Personal Emergency Evacuation Plans (PEEP) to the following staff:
  - UCP Deputy Director
  - UCP Customer Services Coordinator

- UCP Personal Tutor
- UCP Course Leader
- UCP HE Student Support Officer
- UCP HE Student Advisor
- IEG Library Managers
- IEG Director of Estates and Health & Safety

## **17. Recording of ALS paperwork**

- 17.1 ALS Disclosure forms, Decline of Support forms, Tutor Evidence forms, DSA confirmation, supporting evidence, NARs, SoRAs are retained by the Student Support team and held confidentially and securely in individual student files on the MIS Student Records System in accordance to the published Data Retention Schedule <https://www.ucp.ac.uk/privacy-and-cookies/>
- 17.2 A Student Advisor will also record any engagement with the student linked to their additional learning support in individual student files on the MIS Student Records System. The record of reason for the request does not include specific detail. The record is kept confidential to the Student Support team and is only used to track specific student's claims.

## **18. Review of Support**

- 18.1 The effectiveness of the support and its impact on student progress must be reviewed annually by Student Support and an appropriate member of staff (typically the Course Leader), with the student. This may lead to refinements in the type and level of support they receive.
- 18.2 Student cases might also be considered by Student Support and the IEG ALS team.
- 18.3 Risk Assessments are reviewed annually by the IEG Director of Estates and Health & Safety.

## Confidential

### Summary of Reasonable Adjustments

<b>Student:</b>	<b>SID:</b>
<b>Course:</b>	<b>Faculty:</b>
<b>Date:</b> <b>Review Date:</b>	<b>Course Start Date:</b>
<b>Nature of disability:</b>	

== has provided evidence of a disability has been assessed by a \*Relevant Professional\* and they have agreed to the dissemination of their summary.

This disability impacts on xx.

== would also like to make staff aware that xx.

Owing to ==’s specific difficulties that they are likely to spend more time than peers in researching, organising, producing, and checking written assignments. == is particularly concerned about being asked to read aloud without time for rehearsal.

**Student Support:** Please ensure that all of ==’s Module Tutors receive this information and keep a record of this summary centrally in a secure location to facilitate the faculty in responding appropriately to the adjustments below.

**Module Tutors and Leaders:** Please be aware that == is entitled to individual arrangements which may include adjustments for any assessments or the provision of materials in an alternative format.

== : Please pay attention to Notes at the end of this Summary.

If any difficulties arise or changes occur in connection with this summary, please refer back to Student Support as soon as possible. If we can be of any assistance with the above or you require further information please do not hesitate to contact us.

UCP Student Support

[support@ucp.ac.uk](mailto:support@ucp.ac.uk)

01733 214466



## A) Reasonable Adjustments

*(delete where appropriate)*

**Examinations:** *please note that it is essential that lecturers who set in-class tests and examinations follow the same arrangements.*

==, as documented in your Needs Assessment Report and/or supporting evidence, UCP/PRC will provide:

1. 25% extra time in **all** examinations. Details of extra time around for non-seated exams (e.g., practical assessments) to be discussed between student and Course Leader beforehand.
2. A scribe in **all** examinations, except in online, multiple choice or numeracy/calculation-based exams.
3. A reader in **all** examinations, except in numeracy/calculation-based exams.
4. The use of PC, where this is appropriate
5. The use of a calculator for exams involving calculations, where permitted.
6. An individual room
7. Room outside main group
8. Rest breaks up to 10 mins in any hour.
9. Exam papers printed on [**specific**] coloured paper.

==: *if you have not heard about your specific exam arrangements from the Exams Office at least ten working days prior to your examination/assessment, please contact the Student Support. For in-class tests and other exams which fall outside of the main exam period, you will need to discuss your arrangements with your tutor.*

### **In-Class Tests (where different from examination arrangements above)**

For in-class tests and other exams which fall outside of the main exam period == has agreed to the following arrangements:

1.  
==: *you should discuss your arrangements with your tutor to check that these arrangements are appropriate for the nature of any forthcoming assessments. You will also need to confirm your arrangements to your faculty as arrangements will only be put in place for these tests where you have confirmed that you require them.*

### **Presentations:**

==, when documented in your Statement of Needs and supported by evidence, UCP/PRC will provide:

1. An additional 25% extra time in timed oral presentations (if required – == to arrange this with tutor in advance)
2. Please discuss with == the possibility of presenting to a smaller group

### **Assignments:**

1. Early notification of assignment details via module guides will enable == to plan extended study time effectively.
2. == is advised to seek further guidance from Student Support Team where they are having difficulty meeting a specific deadline. It should be noted the Academic Regulations will apply here.

## **Lectures & seminars:**

==, when documented in your Statement of Needs and supported by evidence, UCP/PRC will provide:

1. Study Support Assistant to take notes for in lectures, it should be noted that this is likely to be shared between several students in the same group – please respect the wish for this support to remain anonymous. This is only available during the first academic year of study.
2. Where this is not already available, for example via Canvas, == should have lecture material ideally 3 days in advance of sessions.
3. == will require time to prepare if there is a need to read and respond to material in a session.
4. Requests from == to have demonstrations or instructions repeated should be viewed sympathetically.
5. == may wish to record lectures.

## **Teaching materials**

1. Module leaders and librarians should liaise to ensure that all teaching resources and recommended reading material is available in the required format (where applicable).
2. == needs all course related material including notes, module readers and recommended reading in specific format.

## **Library:**

1. == should make an appointment with the librarian to discuss appropriate support.
2. == should book a training session with librarian to focus on the accessibility of library databases and e-materials.
3. == be allowed to have extended media loans, where possible. (Media and Journalism students only)
4. == should have shelf retrieval service if mobility needs are noted in Statement of Needs.

## **Timetabling:**

1. == should have access to lifts.
2. == should have minimal distance between rooms.
3. == should have a timetable over the minimum number of days as identified within the HE Student Charter available from <http://www.ucp.ac.uk/supporting-you/>.

## **==’s Responsibilities (student)**

1. Provide timely evidence.
2. Undertake relevant training on software (where applicable) and utilise study excellence sessions resource.
3. Abide by the HE Student Charter and Academic Regulations
4. Update UCP Student Support if your circumstances change
5. Complete relevant DSA paperwork (where applicable)
6. Liaise with DSA with regards to recommendations made in your Study Needs Assessment. (where applicable)

## **B) Further notes to student**

This Action Plan summary has been disseminated to the listed recipients, in order to enable them to support you appropriately. It is important that you take ownership and responsibility of this support and you are encouraged to make full use of our services. Here are some important points to consider:

- **Material in alternative formats:** Digitised material on Canvas will be mostly in PDF or Word format. If you experience difficulty accessing any study material please contact [UCP.IT.Support@peterborough.ac.uk](mailto:UCP.IT.Support@peterborough.ac.uk) If you have been allocated a Study Support Assistant, it would be helpful for them to attend any library training.
- **Study Excellence Skills Sessions:** The Study Excellence programme is designed to equip you with the skills you need in order to get the best out of your time at UCP. Staff members at UCP in conjunction with the Learning Resource Centre teach these sessions. Sessions are semi structured; during the first half a specific focus will be covered; the second half will be available to ask your own questions for that session's topic e.g., if the topic is writing the focus may be structure however you can use the second half to discuss writing introductions.

Facilitators are there to help you succeed however they cannot; give subject specific advice, proofread your work, give grade estimations, deal with course specific issues or write your assignments. They can; listen to you read your work for clarity, make suggestions regarding structure, help you to understand your module guide/assignment brief, help you to identify areas for improvement. Further details and the current timetable can be found at:

<https://www.ucp.ac.uk/study-excellence/>

- **DSA Support:** If you are allocated IT equipment and software though your DSA needs assessment, it is essential that you take advantage of any specialist training offered to ensure that you gain maximum benefit from the equipment allocated.
- **Individual exam arrangements:** if you have had these agreed, you will be sent written details from the Examination and Assessment Office in relation to your exams. If you have not received notification two weeks prior to your first exam then you should contact the Student Support Team. If you cannot attend your exam or no longer wish to use your special exam arrangements you **must** contact the Student Support Team immediately on [support@ucp.ac.uk](mailto:support@ucp.ac.uk)
- **Lectures and seminars/workshops:** it is imperative, and often compulsory, that you attend **all** timetabled lectures and seminars and make sure that you are aware in advance of the content and what is required of you. Consult the module guide and find time to read any related material in advance; consult with your lecturer/tutor if you need further advice on this.
- **Change of circumstances:** please inform the Student Support service of any changes in your circumstances as soon as possible; for example: changing your course; change of address/ phone numbers/ email address or if you intend to intermit or any changes to your disability, learning difficulty or health condition.
- **Recording of lectures:** students have been asked to comply with the guidelines on recording lectures; Please be aware that discussions must be held with the course lecturer in the first instance before recording commences.
- **Software available for use**

Software	Type	Location
Narrator	Text to Speech	Desktop
On Screen Keyboard	Keyboard	Desktop
Speech Recognition	Speech to Text	Desktop
Sticky Notes	Note Taking	Desktop
Read & Write Gold Literacy Software	Literacy Software to help develop spelling and grammar skills	UCP Desktops

- **Spellzone - The online English Spelling Resource:** Spellzone unlocks the mystery of English spelling. Adapting to all abilities, it enables students, including SEND, SLD and ESL, to study independently on any platform in school, at home or on the go. If you are interested in an account, please let us know at [support@ucp.ac.uk](mailto:support@ucp.ac.uk) and we can create an account for you.
- **Feedback:** your thoughts and comments on our services are always welcome and we will be asking you for an evaluation of the support we offer at the end of each semester. Please do not hesitate to let us know at any time how you are getting on and if there are any issues in relation to your support that you wish to bring to our attention please contact us via [support@ucp.ac.uk](mailto:support@ucp.ac.uk)

### C) List of Recipients

xx	Student
xx	HE Manager
James Larner	Deputy Director
xx	Personal Tutor
xx	Course Leader
Jane Horsfall	SEND Manager
Laura Bright	HE Student Support Officer
Allison Flowers-Myland	HE Student Advisor
Barbara Mordue	Examination and Assessment Officer
Learning Resource Centre	Library Management – <a href="mailto:LRC@peterborough.ac.uk">LRC@peterborough.ac.uk</a>

**==: Details of this summary will be re-circulated to your teaching staff at the beginning of each new semester/trimester.**

UCP is committed to assisting students to become 'career ready' when they graduate. I give consent to share details of my disclosure to the UCP Employability Hub to create tailored study programmes for me.

Please tick:

Yes

No

## D) Declaration of Reasonable Adjustment

Adjustment Made	Signed (student)
Access to Study Excellence Sessions	
Access to the loan of equipment e.g., Dictaphone, reading/exam pen	
Access to skills-development software such as Spellzone	
Availability of course materials electronically - Canvas	
Shared in-class support (were Applicable)	

All the information provided within this document is correct to my knowledge and I accept the reasonable adjustments made by UCP in order to support my studies.

I am aware it is my sole responsibility to provide UCP with any changes of circumstances relating to my disability, learning difficulty or health condition.

**Student Signature:** .....

**Print name:** .....

**Date:** .....

**UCP Authorisation:** .....

**Print (UCP):** .....

**Date:** .....

## E) Appendix 1 – Top free tools for studying

### A. Mind mapping software

- **Popplet:** A simple, visual online tool. Good for creating galleries of work, sharing and planning idea. <http://popplet.com>
- **Freemind.**  
[http://freemind.sourceforge.net/wiki/index.php/Main\\_Page](http://freemind.sourceforge.net/wiki/index.php/Main_Page)  
Download and use offline. Lots of features.

### B. Organisation

- **Droptask**  
<https://www.droptask.com>  
Create visual to do lists with items grouped together by colour. Can set dates, link files, choose priority etc. Useful for group projects too.
- **Google Drive**  
<https://www.google.com/drive/>  
Store, share, and access your files from any device. The first 15 GB of storage are free.

### C. Concentration

- **Concentrate**  
<http://getconcentrating.com>  
Blocks distracting programs so you can work for a set period of time. (Mac only)
- **Focus Booster**  
<http://www.focusboosterapp.com>  
A simple timer which counts down from 25 minutes then encourages you to take a five-minute break before starting back to work again.

### D. Speed reading tool

- **Spreeder**  
<http://www.spreeder.com/index.php>  
Online tool to help you boost your reading speed. (Click 'settings' to choose speed and number of words at a time)

### E. Referencing

- **Zotero**  
<http://www.zotero.org>  
Referencing and bookmarking tool. Runs best with Mozilla Firefox.
- **Harvard Generator**  
<http://www.harvardgenerator.com>  
A free tool that allows students to quickly and easily format references and sources in the correct Harvard Referencing Format.

### F. Text reader

- **Balabolka**  
<http://www.cross-plus-a.com/balabolka.htm>  
Free downloadable text reader for PC and Mac, which uses voices already installed on your computer.
- **WordTalk**  
<http://www.wordtalk.org.uk>  
A free text-to-speech plug-in for Microsoft word

## G. Storage

- **Dropbox**

<https://www.dropbox.com>

Save and share files between different computers, tablets and mobile devices. Good for backing up.

## H. Dictionaries

- **Howjsay**

<http://www.howjsay.com>

Type a word and hear it spoken in British English

- **Visuwords**

<http://www.visuwords.com>

Type a word and see a mind map of related words and definitions

## I. Memory

- **Quizlet**

<http://quizlet.com>

Make online flashcards for learning and revision or share other peoples.

- **Brainsmart**

<http://www.bbc.co.uk/scotland/brainsmart>

BBC site with games and strategies for boosting memory.

## J. Touchtyping

- **Typing web**

<http://www.typingweb.com>

Online tutorials to help you type faster.

## K. Visual Difficulties

- **FX Software**

<http://www.fx-software.co.uk>

PC only. Downloadable reading rulers.

- **Tofu**

<http://amarsagoo.info/tofu>

Mac only. This let's you change background colour.

## L. General study skills

- **MyStudyBar**

<http://eduapps.org>

A free toolbar which includes access to a selection of open source and freeware applications to support difficulties with studying, reading and writing. This includes screen masking utilities, a touch-typing tutor, a word prediction utility, magnification, screen reading, cursor enhancement, basic mind-mapping and a 'sticky notes' utility.

- **Google Scholar**

<http://scholar.google.co.uk>

Searches academic websites.

- **Assignment survival kit**

<https://www.kent.ac.uk/ai/ask/>

A tool to help plan backwards from assignment deadlines.



**Exam Access Arrangements Evidence of Need Front Sheet**

Student Name: \_\_\_\_\_ Date: ??

Subject: \_\_\_\_\_ Tutor: ??

*Under the new CQ guidelines, evidence of normal way of working must be held on file for all learners with EAA. As of 2020/21 this evidence must also be gathered from multiple subject areas e.g. Vocational, English, maths etc. This evidence must show the normal way of working in class, and not be based on recommendations or hypothetical situations*

<b>Please answer the following key statements</b>
Please provide the relevant information/evidence of the candidate's <b>persistent and significant</b> difficulties in your classroom
Show how the student's disability/difficulty has impacted on teaching and learning in your classroom
What support has the student accessed within your classroom?
When is support used and how often?
Is support needed for all activities/assignments/assessments/practical sessions etc.?
Details of evidence attached:

?? ? ? ? ? ? ?

??  
??





# University Centre Peterborough

## Tutor Evidence Checklist

Name of Learner: _____ Name of Tutor: _____ Course: _____		
<b>TIME</b>	<b>YES</b>	<b>NO</b>
Always finishes tasks after others	<input type="checkbox"/>	<input type="checkbox"/>
Needs extra time for assignments	<input type="checkbox"/>	<input type="checkbox"/>
Needs time to formulate an answer to a verbal question (slow responding)	<input type="checkbox"/>	<input type="checkbox"/>
Needs careful explanations in straightforward language of tasks/assignment titles	<input type="checkbox"/>	<input type="checkbox"/>

<b>READING</b>	<b>YES</b>	<b>NO</b>
Needs reader in class	<input type="checkbox"/>	<input type="checkbox"/>
Avoids reading aloud	<input type="checkbox"/>	<input type="checkbox"/>
Has problem following written instructions	<input type="checkbox"/>	<input type="checkbox"/>
Finds it difficult to quickly get the idea of what s/he has read	<input type="checkbox"/>	<input type="checkbox"/>
Finds it hard to remember what s/he has read	<input type="checkbox"/>	<input type="checkbox"/>

<b>WRITTEN WORK</b>	<b>YES</b>	<b>NO</b>
Handwriting difficult to read	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty copying from the board	<input type="checkbox"/>	<input type="checkbox"/>
Finds taking notes hard	<input type="checkbox"/>	<input type="checkbox"/>
Works on laptop/computer rather than writing	<input type="checkbox"/>	<input type="checkbox"/>
Needs support with planning written work	<input type="checkbox"/>	<input type="checkbox"/>
Can explain verbally without problems but struggles to write anything down	<input type="checkbox"/>	<input type="checkbox"/>
Needs support with spelling	<input type="checkbox"/>	<input type="checkbox"/>
Grammar and punctuation insecure	<input type="checkbox"/>	<input type="checkbox"/>

<b>MEMORY &amp; CONCENTRATION</b>	<b>YES</b>	<b>NO</b>
Has difficulty following oral instructions	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty concentrating for long periods	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty remembering messages, appointments	<input type="checkbox"/>	<input type="checkbox"/>
Needs to have instructions repeated	<input type="checkbox"/>	<input type="checkbox"/>
Needs to have instructions written down	<input type="checkbox"/>	<input type="checkbox"/>

<b>PRACTICAL TASKS</b>	<b>YES</b>	<b>NO</b>
Good with practical tasks	<input type="checkbox"/>	<input type="checkbox"/>
Prefers practical tasks to written ones	<input type="checkbox"/>	<input type="checkbox"/>
Understanding better if able to consolidate learning through practical experience	<input type="checkbox"/>	<input type="checkbox"/>



ORGANISATION	YES	NO
Organisational skills are weak/loses things, forgets items/has needs to bring	<input type="checkbox"/>	<input type="checkbox"/>
Finds it hard to meet deadlines	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty working efficiently	<input type="checkbox"/>	<input type="checkbox"/>

VISION	YES	NO
Needs large print version	<input type="checkbox"/>	<input type="checkbox"/>
Uses coloured overlay when reading (Colour.....)	<input type="checkbox"/>	<input type="checkbox"/>
Benefits from handouts on coloured paper	<input type="checkbox"/>	<input type="checkbox"/>

OTHER	YES	NO
Finds revising for exams hard	<input type="checkbox"/>	<input type="checkbox"/>
Unable to finish practice exams or past papers in the time allowed	<input type="checkbox"/>	<input type="checkbox"/>
Panics when faced with tests	<input type="checkbox"/>	<input type="checkbox"/>
Needs to take frequent rest breaks/time out	<input type="checkbox"/>	<input type="checkbox"/>
Needs persistent reminders to stay focused on task	<input type="checkbox"/>	<input type="checkbox"/>
Needs a smaller or separate room in practice exams/test situations	<input type="checkbox"/>	<input type="checkbox"/>
Uses an overlay and/or requires coloured paper	<input type="checkbox"/>	<input type="checkbox"/>
Uses a laptop to record answers	<input type="checkbox"/>	<input type="checkbox"/>
Needs someone to scribe answers	<input type="checkbox"/>	<input type="checkbox"/>

Any other relevant information (e.g. what adaptations to your teaching and/or resources do you have to make for the learner to access the curriculum)

Date normal way of working evidence complete:

I confirm that the evidence provided within this document is accurate to the best of my knowledge and represents the normal way of working within my lessons for the above named student. I also confirm that the AAs listed on this form will be provided in all internal tests and mock examinations.

Tutor Signature: \_\_\_\_\_

Please email scanned copy or send this form to Martin Walker in Room 36a once completed. Thank you.



## Appendix C – Decline Support Form



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### APPLICANT'S OPTION TO DECLINE ADDITIONAL SUPPORT SERVICES?

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Please return this form to: Student Support Services, UCP013, University Centre Peterborough, Park Crescent, Peterborough, Cambridgeshire, PE1 4DZ

?

<b>Student ID Number</b>	<b>Contact Number</b>
<b>Student Name</b>	<b>Email</b>
<b>Age</b>	<b>Date of Birth</b> DD/MM/YYYY (???????????)

?

For the purposes of identifying the parameters of additional learning support during any course of study, I understand and agree that the University Centre Peterborough and Peterborough Regional College will not be providing me with additional support as confirmed below:

?

Please tick the reason(s) why you have declined support at this time:

?

- I do not feel support is required ?  ?
- I am receiving other support as stated below. Please detail the support: ?  ?
- I ticked 'Do you want additional support?' box in error ?  ?
- Other reason as stated below. Please detail: ?  ?

?

Please tick to indicate that you understand that you can review this option at any time.

?

#### PRIVACY DISCLAIMER

This data is recorded on an information management system that complies with the principles of the Data Protection Act 1998, the EU's General Data Protection Regulation (GDPR) and PRC policy. Access to this data is limited to UCP Student Support Staff and Management. Data is retained and securely held for the academic year + 5 years, then destroyed in line with the UCP policy.

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By signing this document, I agree for the personal data and documentation I have provided to be held by the University Centre Peterborough for the purpose of providing evidence and sufficient documentation to ensure I receive the relevant support during my studies. I have read and understood the privacy notice made available by Student Support, which is also available at the website on: <https://www.ucp.ac.uk/privacy-and-cookies/>

?

<b>Date</b>	?
<b>Student Signature</b>	?
<b>Date received by Staff</b>	?
<b>Staff name (print)</b>	?
<b>Staff Signature</b>	?

??

Appendix D - Additional Learning Support Disclosure



Additional Learning Support Disclosure 20XX/20XX

Return form to: Student Support, Room 013 University Centre Peterborough, support@ucp.ac.uk

Student ID Number:	Contact Number:
Student Name:	Date of Birth: DD/MM/YYYY
Previous School:	LDA Assessment: Y/N EHC Plan: Y/N
Are you under 21 and either looked after by the Local Authority or a Care provider? Y/N	
Is English your first language? Y/N	If no, State language:
Disability:	

How does your difficulty affect your learning? (Please tick all that apply)

Hearing	Speech	Vision	Handwriting	Mobility	Social Skills
Attendance	Personal Care	Behaviour	Motivation	Concentration	Understanding
Memory	Literacy	Numeracy	Other.....		

Other Details

Please give us a general description of your difficulty / disability / support needs (please continue on another page if necessary)	
Do you have a formal diagnosis of a learning difficulty / disability by a specialist teacher, education psychologist or other?	Yes / No (if Yes please specify)
Do you have any health problems or mobility issues that require support (e.g. epilepsy, mental health difficulties)?	Yes / No (if Yes please specify)
Did / do you receive additional support at School, College or University?	Yes / No (if Yes please specify)
Have you previously had Exam Access Arrangements (e.g. Reader, Scribe, 25% extra time)?	Yes / No (if Yes please specify)

**Privacy Statement**  
 Peterborough Regional College is the data controller in respect of the data collected on this form. We will use your data for the purposes of education, additional learning support and special educational needs, health and wellbeing needs pre-entry, whilst on programme and for progression. We may share your data externally with appropriate supporting agencies and relevant Local Authority. We may share your data internally with college staff directly involved in providing educational support. We will not disclose your data to any other third parties with the exception of the above, where we are otherwise required by law or where you have given your consent in advance. A copy of our Data Protection policy is available from reception.

**Consent**  
 I confirm that the above data is accurate and I will notify you of any changes to this information. I give my permission for the data to be used in accordance with the privacy statement above.  
**Signed**.....Print..... (Student) .....Date...../...../.....  
**Verbal Information**  
 I confirm that I have explained the privacy notice verbally and consent has been agreed.  
**Signed**.....Print..... (Staff) .....Date...../...../.....

## Appendix E – Personal Emergency Evacuation Plan Template

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University Centre  
**Peterborough**  
Part of the Inspire Education Group

### Personal Emergency Evacuation Plan

Section 1. General Information									
Date:				SID:					
Student:				Assessor:					
Course Leader:				Course:					
Site:	UCP			Trimester:					
Student Timetable									
	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5	5-9
Mon									
Tue									
Wed									
Thu									
Fri									
Which areas of the building do you use most often?									
Do you use any areas outside of lessons (please state)?									
Do you know the fire assembly points of these areas?				Yes/No The fire assembly points is between PC and the front of UCP.					
Are you using XXXXXX rooms? If so can you see visual alarm signals?				Yes/No					
Can you hear audible alarm signals?				Yes/No					
Do you need a deaf alert (pager) whilst you are here?				Yes/No					
If yes, do you know where to get the Deaf Alert?				Yes/No					
Can you safely use the stairs in an emergency?				Yes/No					
Would you use the stairs without assistance?				Yes/No					
Please describe your mobility restriction?									
Do you require assistance during an emergency evacuation? If so how can we help?									

Park Crescent, Peterborough, Cambridgeshire, PE1 4DZ  
01733 214466 | hello@ucp.ac.uk | www.ucp.ac.uk | @ucpeterborough  
Registered in England and Wales No. 6112716



Section 2. Visually Impaired Persons Yes/No	
If the fire alarm rings are you able to evacuate the building unaided?	Yes/No
If yes, please explain how would you evacuate unaided? ? ? ? ? ? ? ? ? ? ? ? ? ? ?	
<i>The following questions need to be answered by those who are partially sighted</i>	
Can you see fire exit signs?	Yes/No
Where applicable, are escape staircases fitted with adequate colour contrasts?	Yes/No
Any other comments: ? ? ? ? ? ? ? ? ? ? ?	



Section 3. Mobility Impaired Persons Yes/No			
Do you use a wheelchair while at college?	Yes/No	Manual or Electric?	
Has your nearest safe refuge point been identified to you?	Yes/No located in the area near the lifts?		
Are you happy to wait at the safe refuge point?	Yes/No		
Have you put the phone number for the Emergency Control Officer's their phone or been given a phone supplied by Acqui Fleming. ECO numbers is 01733 762141.	Yes/No		
Do you have any medical restrictions affecting this procedure, if so please detail?	?		
?			
?			
?			
?			
How could UCP help you further to deal with an emergency evacuation? E.g. practice route to exit.	?		
?			
?			
?			
Do you know the exit routes from your usual classrooms?	Yes/No		
Student and assessor walk through evacuation route?	Yes?	Evacuation practice completed?	?



Section 4. Review and Sign Off			
Date of next PEEP review			
Signed (Assessor)		Date	
<p>Peterborough Regional College is the data controller in respect of the data collected on this form. We will use your data for the purposes of education, additional learning support and special educational needs, health and wellbeing needs pre-entry, whilst on programme and for progression. We may share your data externally with appropriate supporting agencies and relevant Local Authority. We may share your data internally with college staff directly involved in providing educational support. We will not disclose your data to any other third parties with the exception of the above, where we are otherwise required by law or where you have given your consent in advance. A copy of our Data Protection policy is available from reception.</p> <p>I understand that this information will be shared with other members of staff at the college and agree to notify my tutor of any changes in my circumstances which may affect this plan.</p> <p>Signed (Student): _____ Date: _____</p> <p>Assessor (Staff): _____ Date: _____</p> <p><b>Additional Notes:</b></p> <p> </p> <p> </p> <p> </p> <p> </p>			

**Distribution of Copies:**

- UCP Deputy Director
- UCP Customer Services Coordinator
- UCP Personal Tutor
- UCP Course Leader
- UCP HE Student Support Officer
- UCP HE Student Advisor
- IEG Library Managers
- IEG Director of Estates and Health & Safety

\*\*Visual Alarms are used in specific areas of loud noise such as Performing Arts corridor and rooms, construction workshops.