

Inclusive Learning Plan Adjustment

Glossary

Access to Lecture Recordings

Students may need access to the recordings of a taught session: slow processing speed, difficulties note taking, working memory difficulties, difficulties hearing, fatigue, etc. Taught content should be recorded through the Kent Vision player and put online, where via Kent Player they will receive automatic speech recognition captions. Sound quality significantly impacts the success rate of automatic captions; please speak clearly and close to the microphone.

If you discuss sensitive material (e.g., real-life case studies) or whole-class discussion, the recording could be stopped for that period of the discussion, or should be clipped out prior to upload.

Avoid putting student on the spot during seminars

Students with mental health conditions or processing related disabilities may 'freeze' if put on the spot during seminars. This may cause these students to avoid these situations, which can include non-attendance. Consider alternative ways to engage students in group discussions without calling on individual students

Assistance Dog, including guide dogs

The student will have an assistance dog with them.

In very limited circumstances, it may be unsafe for an assistance dog to access some facilities (e.g. some labs) without further consideration – please speak to an adviser as soon as possible if this is part of your course.

Course Materials (accessible/electronic format)

This student may need accessible formats due to a print disability, visual impairment or other disability that affects processing information. Many students receive text-to-speech software to support them in their studies, and the information it reads from must be accessible. For more information about creating accessible content, [click here](#).

If you have content that is inaccessible (e.g., a historic scanned document/newspaper) then this should be converted to plain text alongside the original.

Course Materials (Glossary of specialist terms)

Students with working memory/processing difficulties can struggle to learn new, technical vocabulary quickly. By providing a subject-specific glossary of new and frequently used terminology and formulae, you will lessen the impact of this and give the students something to reference if they fall behind.

This is also required for any d/Deaf student who uses a sign language interpreter/communication support worker to share and potentially develop new signs in advance of any teaching/workshops/laboratories.

Course Materials (Prioritised Reading List)

Students with reading difficulties and those with conditions that impact their organisation need a prioritised reading list to manage their time effectively. Autistic students also benefit from a prioritised reading list as they may struggle to differentiate between what is important and what is not.

A prioritised reading list on a week-by-week basis at page/chapter level may constitute 'lecture notes in advance' if the basis of the lectures for the week is formed directly from the reading list.

Students should still be encouraged to read widely and independently identify texts to read.

Consideration Around Attendance

This student may be absent more frequently due to a medical condition, or to attend hospital appointments. The student does not have to provide a new piece of evidence for every absence, as it is likely that they don't seek medical support on each instance where the symptoms of their condition hampers their attendance.

NB: Although students with this requirement may require more flexibility with attendance and/or assistance with catching up on what they have missed, they still are required to meet the learning outcomes of their course and to meet the minimum attendance allowance (e.g., if a certain number of lab hours are required to demonstrate learning outcomes and/or meet professional requirements). In these instances, flexibility and support to enable the student to catch up should be provided (e.g., attending a different lab session if they missed the one they were scheduled to attend).

If there are attendance concerns for a student with this adjustment, please speak to their SSW adviser as soon as possible.

Consideration Around Deadlines

A wide range of disabled students may have difficulty meeting deadlines for a variety of disability-related reasons. Their ability to meet deadlines may also be compounded by simultaneous deadlines in other modules. In these cases, please give sympathetic consideration when receiving a request for an extension to their work.

There may be situations in which an extension is not possible e.g., the material is being worked on in an upcoming class. In these situations, students should be given adequate advance knowledge of this, and other mitigations should be considered e.g., accepting an incomplete submission and/or providing an alternative assessment that the student can work on.

Consideration Around Presentations

Students with speech difficulties, communication difficulties (including autistic or SpLD students), or mental health difficulties may benefit from alternative formats for presentations, such as presenting to a smaller audience, presenting 1:1 with the academic, or, in more extreme cases, being able to choose their presentation group.

Students should, wherever possible, develop presentation skills, and therefore different adjustments to presentations should be considered, before an alternative assessment such as an essay is offered.

Do not draw attention to student if late or needing to leave early

Some disabled students may arrive late or need to leave a session early due to disability related reasons. This might be due to external care support running late, a taxi hitting traffic, management of condition via medication or a number of other reasons. Please do not draw attention to this when it happens.

If a student is consistently arriving late and disrupting the session while doing so, please do contact their Disability Advisor for further discussion.

Extended Library Borrowing

Disabled students with extended library borrowing can take out 3 day loans for up to 5 days, and 7 day loans for up to 2 weeks.

Hearing Loop System

If a student is using a hearing loop, you must use the microphone in the lecture theatre. If you need to walk/move about when teaching, please set up a radio microphone.

Laboratory Assistant or Field Assistant

Some students with mobility difficulties may struggle to be completely independent in laboratory/field work settings. They may need a physical assistant to help them manipulate equipment and achieve the same outcome as other students.

If the laboratory/field assistant needs to be someone experienced with the laboratory/field setting, for instance, in some Chemistry labs, then often it is simpler for the School to source an appropriate support worker, however Student Support and Wellbeing will pay for the cost of the support.

Note Takers / Scribe

Student will have a note taker working with them in some/all of their sessions. Often, the note taker will sit next to the student they are working with, however sometimes students do not want it known that they have a note taker. It is important to keep this fact confidential and private in a public setting.

Personal Emergency Evacuation Plan

The student may not be able to evacuate independently and safely in the case of an emergency, e.g. a fire alarm. The student will have a Personal Emergency Evacuation Plan created by the Health and Safety Office which will outline what they need to do in case of emergency. Academic staff are not expected to support individual students in evacuation

SpLD Assessment – Marking and Feedback

Students with Specific Learning Differences often have fundamental difficulties with written language, including their spelling, grammar, and punctuation. When marking work produced by student with SpLDs, you should be aware that they may experience difficulties in this area.

If the learning outcomes have been achieved and the argument is clear, the student should not be penalised for these errors.

A student should not be penalised for spelling, grammar or punctuation errors where the intended meaning is clear- examples are using the wrong form of a homophone/ transposed letters/ doubling letters/ missing commas/ inappropriate capitalisation/ confused tenses.

If an error is repeated throughout the piece only the first instance should be highlighted.

There are exceptions when accurate spelling, grammar and punctuation are learning objectives such as with modern foreign language programmes when this guidance is not appropriate.