



CTF: Support for students with disabilities

The Federation and its member institutions welcome students and staff with disabilities, and take very seriously their particular needs, whilst recognising the constraints imposed by our buildings. We want to make sure that we have the right support in place in good time for students to access and enjoy their programme, so students are asked to notify their Director of Studies of any seen or unseen disabilities, medical conditions or learning needs that may affect their studies with the Federation. It is not possible to make retrospective allowances for disability-related issues.

Any student with a disability or a diagnosed Specific Learning Difficulty (SpLD), or who would like to explore the possibility of an assessment by a learning support tutor, is encouraged to consult their Director of Studies. One specific area of difficulty might be access to libraries. The Federation's Library Staff are more than willing to assist by bringing books and materials to a convenient point or using the postal loan service for those living away from Cambridge.

The source and nature of disability and learning support will vary according to which programme you are on. The three universities validating awards for Federation students – Anglia Ruskin University, Cambridge University and Durham University – all have policies on disability support and helpful websites. For further information relating to each institution, please see below:

Anglia Ruskin University

<https://www.aru.ac.uk/student-life/support-and-facilities/study-skills/disability-support>

Cambridge University

<http://www.disability.admin.cam.ac.uk/>

Durham University

<https://www.dur.ac.uk/departments/academic/common-awards/policies-processes/student-support/support/>

Your Director of Studies will be able to advise you about the following:

- How to arrange an assessment of learning support needs
- One-to-one learning support tuition
- Study skills
- Practical and learning support assistance (e.g. library support, note-taking, etc.)
- Advice on specific sources of funding
- Examination arrangements (where necessary)

Learning Support: Key Terms

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| SpLD | Specific Learning Difficulty (such as dyslexia, dyspraxia, etc.) |
| Dyslexia | The most common SpLD, which can affect a person's information processing skills, memory, literacy skills, organisation and sequencing |
| Dyspraxia / DCD | Developmental Coordination Disorder – can affect a person's fine and/or gross motor coordination |
| Dyscalculia | Difficulties with maths and numeracy |
| AD(H)D | Attention Deficit (Hyperactivity) Disorder |
| AS | Aspergers Syndrome |
| ASD | Autism Spectrum Disorder |
| DSA | Disabled Students Allowance |
| SFE | Student Finance England |
| NAR | Needs Assessment Report – this is produced by the Needs Assessor, who recommends what your support should be. |
| DSA2 letter or Entitlement Letter | The letter that is issued by SFE outlining exactly what the student is entitled to in terms of support. |

Further information is available from the Dyslexia Association website (<http://www.bdadyslexia.org.uk/educator/what-are-specific-learning-difficulties>)

Learning Support – Information for Staff

Staff are asked to assist students with specific learning disabilities by using the following:

- Cream/buff paper for handouts
- Pastel or cream background for computers and PowerPoint presentations
- Font size: minimum 12 point for paper and 28 point for PowerPoint
- Texts in a sans serif font such as Verdana, Century Gothic, Tahoma, Arial, Comic Sans, Trebuchet, Calibri, Dyslexie
- Left-justified text
- Bold to emphasise text; avoiding italics or underlining or TEXT WRITTEN IN CAPITALS
- 1.5 line spacing
- More detailed guidelines can be found in the British Dyslexia Association Style Guide: <https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>

In addition to this...

- students may wish to record the lecture and are encouraged to seek your permission before doing so
- Many students with SpLDs experience difficulties with overly didactic delivery methods
- Some may need more specific guidance on choosing an essay title and planning their work
- Some may need more specific guidance on choosing accessible reading material.

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