### ACCESSING SUPPORT (REASONABLE ADJUSTMENTS) AT THE UNIVERSITY OF BIRMINGHAM

| What evidence do I need to provide to show I have a Specific Learning Difficulty (SpLD) such as dyslexia? | Diagnostic assessment reports/evidence of Specific Learning Difficulties (SpLDs) are considered on a case-by-case basis.  
Your assessment report must provide clear evidence of, and the rationale for, the identification of a specific learning difficulty (e.g. dyslexia, dyspraxia, dyscalculia -see SpLD Working Group 2005 DfES Guidelines p.5-6) which meets the definition of disability in Section 6 of the Equality Act 2010.  
The evidence should “relate to the agreed definitions of the relevant SpLD and to the related diagnostic criteria” (SpLD Working Group 2005/DfES Guidelines p.23).  
A Joint Council for Qualifications Form 8 Application of Access Arrangements is NOT SUFFICIENT to show that you have a Specific Learning Difficulty.  
Please note that arrangements that were in place at a previous institution will NOT necessarily be made at UoB.  
You must provide  
Either  
A full diagnostic assessment report completed in accordance with SASC guidelines (SASC Assessment Guidelines) signed by a Chartered Educational Psychologist who holds a current Health and Care Professions Council (HCPC) certificate (or equivalent for assessments carried out overseas).  
OR  
A full diagnostic report, which meets SASC guidelines, completed by a specialist teacher assessor holding a current assessment practising certificate (APC).  
For further information on suitable tests, see:  
SASC Tests for SpLD Assessments  
If you have dyspraxia, which has been identified by a medical professional, you will need to provide documentation confirming the diagnosis and identifying how your SpLD is likely to impact on your performance (in the education setting) on a day to day basis. |

| Evidence of SpLDs during COVID 19 | From 1.3.21, diagnostic assessments, carried out in person (face-to-face), by remote video platform (remote assessment) or a combination of both methods and which follow the recommended SASC report formats to reach diagnostic conclusions regarding the evidence for a specific learning difficulty will be accepted.  
Evaluation of Need (EoN)  
Up to and including 30.6.21, students may submit an Evaluation of Need carried out in line with SASC guidance: SASC Guidance on Evaluation of Need |

V14 10.3.21 VA/SH
### ACCESSING SUPPORT (REASONABLE ADJUSTMENTS) AT THE UNIVERSITY OF BIRMINGHAM

<table>
<thead>
<tr>
<th>What if I do not have the required evidence?</th>
<th>You are responsible for obtaining your diagnostic assessment and meeting the cost. We would advise you to have the assessment before you come to University.</th>
</tr>
</thead>
</table>
| What reasonable adjustments might I get as a result of providing the required evidence? | - 25% extra writing time in examinations and, where recommended by the diagnostic assessor, the use of a computer. NB Students in the School of Medical and Dental Sciences should note that extra time is only permissible in non-clinical exams.  
- Lecture outlines/reading materials 24 hours before taught sessions.  
- Use of an individual recording device in lectures/tutorials. |
| What about the Disabled Students’ Allowances? | Home students can apply for Disabled Students’ Allowances (DSAs) to cover some of the extra disability-related costs they may have whilst studying at University.  
If you are applying for DSAs, your funding body (e.g. Student Finance England) will also need evidence to decide if you are eligible for funding.  
**N.B.** The evidence required by your funding body may not match what the University needs in order to make recommendations for reasonable adjustments.  
Up to and including 30.6.21, an Evaluation of Need (EoN) will be acceptable evidence in support of applications for DSAs. All remote evaluations of need must contain the wording of the ‘specific statement’ as advised in the SASC guidance (**SASC Evaluation of Need**).  
Students who have their eligibility for DSA agreed on the basis of an EoN will not be expected to provide a full diagnostic assessment later on, unless they make a new application for a DSA (e.g. if they are currently on an undergraduate course and later apply for a DSA for a postgraduate course). |

---

This does not include a comprehensive battery of tests to deliver a full diagnostic assessment. As such, the outcomes do not provide a ‘diagnosis’ of a specific learning difficulty but an evaluation of need together with some useful indicators of areas of strength and weakness based on a detailed background history and the administration of a diagnostic questionnaire and a limited range of tests. The recommendations should be regarded as preliminary and, where necessary, advice may be given as to the appropriateness of referral for further assessment when this becomes possible.

Reasonable Adjustments made at UoB on the basis of an Evaluation of Need will remain in place throughout the student’s programme. However, students will be required to provide a full diagnostic assessment (a ‘top-up’ to the EoN) if they apply for a new course (e.g. if they are currently on an undergraduate programme and later apply for a postgraduate course).