



Learning Development Unit (Quality)

# PROCEDURE FOR THE DISCLOSURE OF STUDENT DISABILITY

PROCEDURE NUMBER	QAL/034/000
MANAGEMENT AREA	CURRICULUM & QUALITY
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02/07/2004	Initial release	Senior Management Team
23/05/2006	Major revisions, including additional staff guidance and the inclusion of HE procedures	Senior Management Team
16/03/2010	Several revisions (changes highlighted)	Senior Management Team



## PROCEDURE FOR DISCLOSURE OF STUDENT DISABILITY

### 1. PURPOSE

- 1.1 This document sets out the procedure for responding to an applicant's disclosure of a disability/learning difficulty or health condition.

### 2. SCOPE

- 2.1 All students applying for and on College courses. Paragraph 7.7.4 gives the Personal Tutor's responsibilities if a student discloses while on programme. (See Appendix 5 for a checklist of curriculum staff responsibilities)

### 3. MANAGEMENT RESPONSIBILITY

- 3.1 Vice-Principal (Resources) and Vice Principal (Curriculum and Quality)

### 4. APPLICABLE TO:

- 4.1 All staff

### 5. DEFINITIONS AND BACKGROUND

- 5.1. The Disability Discrimination Act (DDA) 2005 uses a wide definition of disabled persons to include people with physical or sensory impairments, dyslexia, medical conditions, mental health difficulties and learning difficulties. Each mention of 'disability' within this procedure should be viewed in line with this wide definition.
- 5.2 In accordance with its Disability Equality Scheme the College is committed to positively and proactively address discrimination and any institutional barriers that prevent full participation by disabled people, including disabled staff and disabled learners.
- 5.3 Under Health and Safety legislation the College has a duty of care towards its students, staff and visitors and may undertake assessments to determine any risks posed by the enrolment of students with specific learning difficulties and /or disabilities /health conditions.

### 6. DATA PROTECTION

- 6.1 Under the Data Protection Act 1998 any information provided about an applicant's disabilities and support needs is classed as confidential and as sensitive data under the Act. Information of this type can only be passed to relevant staff within the College with the specific consent of the applicant.
- 6.2 College application/ enrolment forms confirm that it is College policy that any information an applicant discloses on his/her disability/ health condition will

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be forwarded to relevant members of staff in order that appropriate support can be arranged.

## **7. DESCRIPTION OF PROCEDURE**

(See Appendix 1 for details of the procedure for higher education learners)

### **7.1 Pre-Entry**

7.1.1 All College application forms request applicants to inform the College if they consider themselves to have a learning difficulty/disability or health condition and to provide details of any support needs.

7.1.2 Applicants are requested to sign a declaration on their learning agreement/enrolment form to confirm their understanding that their enrolment may be subject to a risk assessment if they have disclosed a disability/learning difficulty/health condition.

Applicants for non-accredited or full cost recovery courses are advised that funding for additional learning support may not be available.

7.1.3 Information in respect of applicants who may not be able to identify themselves as having learning difficulties is collected as a result of interviews with learners, their parents, guardians, teachers or advocates.

### **7.2 Full-time courses**

7.2.1. Where an applicant for a College course indicates that he/she has a learning difficulty/ disability/ health condition Admissions staff will:

- record this information on EBS
- assess the disclosure in relation to low/ medium or high risk (see model risk assessments in Appendix 4). If the risk is assessed as low the applicant will be sent form (CSV9, appendix 2) which includes information on the help the College can provide and requests additional details on the applicant's disclosure and support needs. The applicant is asked to bring the completed form to their guidance interview.
- partly complete an Additional Support Referral form (appendix 6) for inclusion with the Faculty interview paperwork.

7.2.2 If the applicant has not completed the section on the application form relating to learning difficulties/ disabilities Admissions staff will highlight this section on the form and request the Faculty interviewer to arrange for this section to be completed by the applicant at interview.

7.2.3 Where an applicant discloses a potentially 'medium or high risk' disability or health condition the Admissions staff will forward the application form to the relevant Head of Faculty for a risk assessment prior to interview (see appendix 3). Appendix 4 contains some model risk assessments which can be used as

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templates if relevant in particular cases. In a small number of cases the risk assessment may need to take safeguarding into account.

7.2.4 Admissions staff will forward a copy of the application form and form CSV9 to the Disability Health Conditions Adviser DHCA after interview

### 7.3.1 Part time courses

7.3.1 Where an applicant for a part-time course indicates that he/she has a learning difficulty/disability/ health condition Admissions staff will follow the same procedure as outlined in paragraph 7.2.1 except for the following:

- the completed CSV9 and part-completed Additional Support Referral form will be sent to the relevant Course Leader if the course requires Faculty/ curriculum approval. If the form does not require Faculty approval the referral form and CSV9 is sent directly to the DHCA.

7.3.3 For ACL courses Admissions staff will complete the separate ACL referral form and send it to the Community Learning Manager.

### 7.4 Role of Faculty Interviewer

7.4.1 The interviewer will discuss the applicant's disclosure and complete the remainder of the Additional Support Referral form (appendix 6) during the interview.

7.4.2 If an applicant makes a disclosure at interview the interviewer will indicate on the Interview Record form whether the offer of a place needs to be subject to a risk assessment (or if they are unsure).

7.4.3 Where an offer is made to a mobility impaired student, the interviewer must notify the relevant Faculty Manager who will liaise with Estates and Facilities/ MIS with regard to any implications for room allocation and timetabling.

### 7.5 Role of Disability Health Conditions Adviser (DHCA)

7.5.1 On receipt of the referral form the DHCA will log receipt of the form on a dedicated spreadsheet and records whether a risk assessment has taken place. As part of this process additional information may be requested from the applicant

### 7.6 Role of Head of Faculty/ Unit

7.6.1 On receipt of risk assessment paperwork the Head of Faculty/ Unit will conduct a risk assessment to determine whether the applicant can be accepted at College. If risk is seen as medium or high the HoF may set conditions or even refuse a place. If a place is to be refused the applicant is notified by the HoF including the option of appeal to the Principal. The applicant's file is returned to Admissions.

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7.6.2 If the risk assessment is approved the Head of Faculty must notify Admissions in order that an interview can be arranged for the applicant.

7.6.3 The Head of Faculty notifies MIS so that a special mark is added to the attendance register to denote that a disclosure has been made.

## 7.7 Role of Personal Tutor

7.7.1 On receipt of information from the Head of Faculty concerning applicants with disabilities and their requirements,

**NB: the tutor must ensure that lecturing and support staff or others with direct supervision responsibilities are aware of a student's disability(ies).**

7.7.2 The tutor will monitor the effectiveness of any additional support provided to students and advise the AS team of any concerns.

7.7.3 To ensure that records of any learning difficulties disabilities are retained securely for three years.

7.7.4 If a learner's disability is disclosed while on programme:

7.7.4.1 Ask the student to complete an Additional Support Referral Form (appendix 6);

7.7.4.2 Send the referral form to the DHCA and ask them to advise if a risk assessment should be undertaken. If a risk assessment is necessary undertake this in consultation with the Faculty Manager;

7.7.4.3 If the student has mobility impairment notify the Faculty Manager who will liaise with Estates and Facilities/MIS with regard to any implications for rooming and timetabling;

7.7.4.4 Ask the Faculty/Unit Administrator to add a disability flag to the student's EBS entry.

7.7.5 If a student is transferred to another Faculty/Unit send the student's personal file to the Administrator of the new Faculty/Unit.

7.7.6 If a student, with a declared disability, has been transferred from another Faculty/Unit check the risk assessment(s) on file to determine if the risk rating should be changed for the new programme. If there are any concerns then seek guidance from the DHCA.

## 7.8 Role of Faculty/Unit Administrator

7.8.1 The Faculty/Unit administrator is responsible for accessing the shared DHCA spreadsheet to track progress (ref. paragraph 7.5.1).

7.8.2 Add a disability flag to the EBS record for students who have disclosed a disability either on entry or on programme.

7.8.3 If a student transfers from another Faculty/Unit check whether there is a disability flag on their EBS record and, if so, notify the new Personal Tutor.

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Also, ask the previous Personal Tutor to send the Student's personal file to the Administrator so that it may be passed on to the new Tutor. The Administrator must notify the Head of the new Faculty/Unit if the risk was previously recorded as 'medium' or 'high'.

## **8. RECORDS PRODUCED**

- 8.1 **Additional Support** referral form
- 8.2 Health Condition pro forma
- 8.3 **Risk Assessment**

## **9. RELATED DOCUMENTS**

- 9.1 Admissions Policy (POL/ 002/000)
- 9.2 Faculty Interview guidelines
- 9.3 Data Protection Policy (POL/024/000)
- 9.4 Health and Safety Policy (POL/008/000)
- 9.5 Health and Safety Procedures (QAL/026/000)

## **10 DISTRIBUTION**

- 10.1 All staff and students via the College intranet

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## Appendix 1

### **PROCEDURE FOR DISABILITY DISCLOSURE FOR STUDENTS ON HE AWARDS (whole appendix revised)**

#### **1. APPLICATION FOR FT AWARDS VIA UCAS**

- 1.1 Students apply via UCAS for FT Higher Education (HE) awards offered at the College. As part of this process applicants are requested to disclose a disability or additional need. Applicants may also disclose a disability/ additional need in their UCAS personal statement.
- 1.2 Completed applications for full-time HE awards are submitted by UCAS to Staffordshire University. Where an applicant has disclosed a disability/additional need (either on the UCAS form or on their personal statement) the University Admissions Unit (UAU) attaches a pro-forma to the applicant's UCAS form and sends this paperwork to the College Admissions Unit (CAU). This applies to all FT HE awards including those where the College is not the decision maker for the offer of places.
- 1.3 On receipt of the UCAS form the CAU will take the following actions:
- Record details of the UCAS application onto the College's student records system (with a code to confirm that academic approval is pending).
  - Contact the applicant by letter (see Appendix 1A) to advise them of the Disabled Student Allowance (DSA). The letter requires the applicant to return confirmation of their receipt of this information before an offer of a place can be confirmed to the University.
  - Following reference to model risk assessments provided in Appendix 2 if a low risk disability/ additional need has been disclosed the CAU will send details of the application to the DHCA and will arrange an interview with the relevant HE CL.
  - If a potentially medium or high risk additional need or health condition has been disclosed the CAU will forward the UCAS form to the relevant Head

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of Faculty for completion of a Risk Assessment before an interview is arranged.

- On receipt of the completed Risk Assessment paperwork the CAU will arrange an interview with the relevant CL and notify the DHCA.

1.4 Following interview the CL will confirm the offer made and return the paperwork to CAU.

1.5 The CAU sends the applicant's UCAS form with offer details and DSA return slip to the UAU

## **2. APPLICATIONS FOR PART-TIME HE AWARDS**

2.1 Students apply for PT HE awards by completing a Stafford College PT application form (hard copy or on-line). As part of this process applicants are requested to disclose whether they consider themselves to have a disability or additional need.

2.2 Where an applicant makes a disclosure the Admissions team takes the same action as outlined in 1.3 above with the exception that the University is not notified of offers made.

### Appendix 1 A – DSA letter

Private and Confidential

Dear

Course title:

The College welcomes your recent application to study and is committed to supporting all learners including those who have disclosed an additional support need.

You have applied to Staffordshire University for a higher education course which is taught at Stafford College and have indicated on your application form that you have a disability, mental health condition or specific learning difficulty (such as dyslexia). The College is able to offer advice and guidance to help you to organise your support needs and to establish your entitlement to the government's Disabled Students' Allowance (DSA).

The DSA can help pay for the extra costs in attending College as a direct result of your disability, mental health condition or specific learning difficulty. The DSA is

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available on top of the standard student finance package of support and does not have to be paid back.

To establish your entitlement you will need to provide evidence of your disability, mental health condition or specific learning difficulty together with your application for DSA. On confirmation of your entitlement the College will arrange for you to have a 'Needs Assessment' so that the support you require on your course can be identified and agreed.

To find out about the DSA you can download an application form from the DirectGov website: [www.direct.gov.uk/studentfinance](http://www.direct.gov.uk/studentfinance). Alternatively you can tick the relevant box on your main student finance application form and Student Finance England will send you the necessary application form.

If you have started your course before September 2009 or you are not a UK student please contact me at the College as different rules apply in these circumstances.

I should be grateful if you would complete and return the reply-slip below to confirm your receipt of this initial information concerning the DSA. Alternatively you can contact me at the College if you have any queries at this stage.

Yours sincerely

John Charleton  
Enrolments Manager  
Direct line: 01785 275418

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Please return to: - Marie Sermon, Admissions, Stafford College

Name ..... Date-of-Birth

.....

(Please print)

I confirm I have received initial information from the college concerning the DSA

**Signed:**

**Date:**

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**Form CSV9**

**ADDITIONAL SUPPORT AT COLLEGE**

The College offers many types of additional support to help students with a learning difficulty or disability achieve their learning aims. For most learning difficulties and/or disabilities we can arrange specialist additional support, often in collaboration with other agencies. We can arrange assessments for students with dyslexia and will work with you to determine your support needs.

At your guidance interview for your chosen course our specialist staff will explain the College's additional support process in more detail. Following your interview when you have been offered a place on a College course we will contact you again to agree the kind of help that you need to help you stay on your course and succeed.

**Please tick one or more of the boxes below against the category that applies to you to help us plan your support:**

**Disability**

- You have a visual impairment (blind or partially sighted)
- You have a hearing impairment ( deaf or hard of hearing)
- You have a disability affecting your mobility ( eg you use a wheelchair)
- You have another physical disability
- You have a medical / health condition (eg asthma, epilepsy, diabetes) see below
- You have Asperger's Syndrome
- You have mental health difficulties
- You have emotional/ behavioural difficulties
- You have temporary disability or illness (eg post-viral or following an accident)
- You have other disabilities
- You have profound complex disabilities
- You have multiple disabilities

**Learning Difficulty**

- None.
- You have multiple learning difficulties
- You have a moderate learning difficulty
- You have severe learning difficulty
- You have dyslexia (difficulties in reading, writing or spelling)
- You have dyscalculia (difficulty with numbers)
- You have Autism spectrum disorder
- You have another specific learning difficulty

**Please give details of any health condition you have:**

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If you do not know what facilities or support you need, or would like to discuss any matter confidentially please contact the College's Disability Health Conditions Adviser Team on 01785 275632 or email [additionalssupport@staffordcoll.ac.uk](mailto:additionalssupport@staffordcoll.ac.uk)

Student signature..... Date.....

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**LEARNER HEALTH CONDITION: RISK ASSESSMENT**

Name of Learner: \_\_\_\_\_

Course applied for: \_\_\_\_\_

Risk Assessment undertaken by (name and job title): \_\_\_\_\_

Date of Risk Assessment:

Curriculum Activities	Risk Rating (High/ medium/ low/ not applicable)
classroom	
workshop	
laboratory	
External visit	
Work placement	
Residential	
Other (specify)	

Notes (including reason for risk rating)

Overall risk rating: High/ medium/ low/ no risk

Recommendations:

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Referral to Faculty Management Team? YES/ NO

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

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## Appendix 4 Examples of Risk Assessments

### Example of Low Risk (mild asthma)

#### LEARNER HEALTH CONDITION: RISK ASSESSMENT

Name of Learner: \_\_\_\_\_

Course applied for: \_\_\_\_\_

Risk Assessment undertaken by (name and job title): Faculty Coordinator/Curriculum Leader

Date of Risk Assessment:

Curriculum Activities	Risk Rating (High/ medium/ low/ not applicable)
classroom	Low
workshop	Low/Medium
laboratory	Low/Medium
External visit	Low
Work placement	Low/Medium/High*
Residential	N/A
Other (specify)	N/A

Notes (including reason for risk rating)

**Asthma: Low**

- Keep area well ventilated,
- Use personal protective equipment (PPE) as appropriate.
- Take medication as appropriate
- Ensure that all teaching staff (particularly related to class cover during staff absences) are informed of this learners condition – including any in class support staff.
- Keep under review

\* Depends on type of placement

Overall risk rating: High/ medium/ low/ no risk

Recommendations: Allow learner onto the course. Ensure that appropriate actions are taken (as above)

Referral to Faculty Management Team? YES/ NO

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

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**Example of High Risk (cerebral palsy)**

**LEARNER HEALTH CONDITION: RISK ASSESSMENT**

Name of Learner: \_\_\_\_\_

Course applied for: \_\_\_\_\_

Risk Assessment undertaken by (name and job title): Faculty Coordinator/Curriculum Leader

Date of Risk Assessment:

Curriculum Activities	Risk Rating (High/ medium/ low/ not applicable)
classroom	High
workshop	N/A
laboratory	High
External visit	High
Work placement	N/A
Residential	High
Other (specify)	N/A

Notes (including reason for risk rating)

**Cerebral Palsy: High**

Additional support carer may/will be required and appropriate equipment provided to prevent harm to the learner. Ensure that all teaching staff (particularly related to class cover during staff absences) are aware and informed of this learners condition – including any in class support staff. **Possible symptoms:** Involuntary body movements, vision or hearing problems, possible seizures

Overall risk rating: **High**/ medium/ low/ no risk

Recommendations: Providing appropriate support is put in place and reviewed on a regular basis . This learner can join the course, subject to regular reviews

Referral to Faculty Management Team? **YES**/ NO

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

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## Example of Medium Risk (Diabetes)

### LEARNER HEALTH CONDITION: RISK ASSESSMENT

Name of Learner: \_\_\_\_\_

Course applied for: \_\_\_\_\_

Risk Assessment undertaken by (name and job title): Faculty Coordinator/Curriculum Leader

Date of Risk Assessment:

Curriculum Activities	Risk Rating (High/ medium/ low/ not applicable)
classroom	Low/Medium
workshop	N/A
laboratory	Low/Medium
External visit	Low
Work placement	N/A
Residential	N/A
Other (specify)	N/A

#### Notes (including reason for risk rating)

**Diabetes:** Low/Medium

Providing medication keeps condition under control and all teaching staff (particularly related to class cover during staff absences) are aware and informed of this learner's condition – including any in class support staff. **Possible symptoms:** excessive thirst, passing urine frequently, tiredness, weakness and lethargy, may become comatose. Signs of hypoglycaemia include feeling hungry, shakiness, sweating, going pale, fast pulse, tingling lips, difficulty concentrating, confusion, disorderly or irrational behaviour which may be mistaken for drunkenness

However review on regular basis with learner.

Overall risk rating: High/ medium/ low/ no risk

Recommendations: Ensure learner has taken medication as required and that tutor is kept updated on condition. Keep under review.

Referral to Faculty Management Team? YES/ NO

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

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## Example of Medium Risk (epilepsy)

### LEARNER HEALTH CONDITION: RISK ASSESSMENT

Name of Learner: \_\_\_\_\_

Course applied for: \_\_\_\_\_

Risk Assessment undertaken by (name and job title): Faculty Coordinator/Curriculum Leader

Date of Risk Assessment:

Curriculum Activities	Risk Rating (High/ medium/ low/ not applicable)
classroom	Low/Medium
workshop	N/A
laboratory	Low/Medium
External visit	Low
Work placement	N/A
Residential	N/A
Other (specify)	N/A

Notes (including reason for risk rating)

**Epilepsy:** Low/Medium

Providing medication keeps condition under control and all teaching staff (particularly related to class cover during staff absences) are aware and informed of this learners condition – including any in class support staff. **Possible symptoms:** Fluttering eyelids, involuntary movements, unable to respond or communicate, partial seizures, showing signs of confusion, anxiety and fear.

Overall risk rating: High/ medium/ low/ no risk

Recommendations: Ensure learner has taken medication as required and that tutor is kept updated on condition. Keep under review

Referral to Faculty Management Team? YES/ NO

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

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**Example of High Risk (epilepsy)**

**LEARNER HEALTH CONDITION: RISK ASSESSMENT**

Name of Learner: \_\_\_\_\_

Course applied for: \_\_\_\_\_

Risk Assessment undertaken by (name and job title): Faculty Coordinator/Curriculum Leader

Date of Risk Assessment:

Curriculum Activities	Risk Rating (High/ medium/ low/ not applicable)
classroom	High
workshop	N/A
laboratory	High
External visit	High
Work placement	N/A
Residential	High
Other (specify)	N/A

Notes (including reason for risk rating)

**Epilepsy:**

Additional support carer may/will be required and appropriate equipment provided to prevent harm to the learner. Ensure that all teaching staff (particularly related to class cover during staff absences) are aware and informed of this learners condition – including any in class support staff. **Possible symptoms:** Fluttering eyelids, involuntary movements, unable to respond or communicate, partial seizures, showing signs of confusion, anxiety and fear.

Overall risk rating: **High**/medium/ low/ no risk

Recommendations: Providing appropriate support is put in place and reviewed on a regular basis . This learner can join the course, subject to regular reviews

Referral to Faculty Management Team? **YES**/NO  
Signature: \_\_\_\_\_

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## Appendix 5

### Checklist of Curriculum Staff Responsibilities with Regard to Disclosure of Learner Disabilities and Health Conditions

#### Role of Faculty Interviewer

- To discuss the particular support needs of an applicant who has disclosed a disability and assist, if appropriate, in the completion of the Skills and Support referral form during the interview;
- To explain the additional learning support assessment and support process within the College;
- At the end of the interview to give the applicant the top copy of the ALS form
- To attach the second copy of the ALS form to the Student Interview Record form for return to the Enrolments Unit with the interview paperwork.
- To discuss any declared health condition with the applicant and to record the outcome of the discussion on the Health Conditions pro-forma provided with the interview paperwork;
- To return the Health Condition pro-forma to Enrolments if it is not considered that a risk assessment is required.
- To ensure that any offer made is subject to the outcome of the Risk Assessment **if the disclosure is made at interview**

#### Role of **Faculty/ Curriculum** staff

- On receipt of a health condition pro forma the HoF must assess (in discussion with the Faculty Manager if necessary) whether a Risk Assessment must be undertaken (in accordance with the College's Health and Safety Procedure)
- To notify the applicant, interviewer and Admissions if a risk assessment is not considered necessary (and to confirm any offer to the applicant)
- To notify the applicant and Enrolments of the outcome of any Risk assessment including any conditions on enrolment/ offer.
- If the applicant is accepted the Head of Faculty must notify the Personal Tutor and lecturers (if different)
- If a risk assessment indicates that the learner would pose a risk to him/herself or the College if admitted then the course leader must discuss this with the Head of Faculty, who has the responsibility to decide whether the applicant can be enrolled or not

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- To liaise with the Faculty Office to ensure that records of health conditions including the risk assessments are retained securely for 3 years.

### **Role of Personal Tutor**

- On receipt of information from the Head of Faculty concerning applicants with disabilities or health conditions, to **ensure that lecturing and support staff or others with direct supervision responsibilities are aware of a student's disability(ies)/health condition(s) and any special requirements.**
- To monitor the effectiveness of any additional support provided to students and advise the DHCA of any concerns.
- To ensure that records of any learning difficulties and disabilities are retained securely for six years and passed on to the Administrator of another Faculty/Unit if the student transfers.

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# Skills and Support Referral Form 2009/2010



Please complete all relevant sections in full and return to Additional Support via your Faculty Co-ordinator.

(Please note: Incomplete forms will be returned to the Faculties and this may cause a delay in the implementation of support).

## Section 1

### Learner/Class Details

Name: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_  
 Contact No's – Learner: \_\_\_\_\_  
 Parent/Guardian (if under 18): \_\_\_\_\_

### Course Details

Faculty: \_\_\_\_\_  
 Course: \_\_\_\_\_  
 Level: \_\_\_\_\_  
 Personal Tutor: \_\_\_\_\_

If support received previously, by whom:

School  External Agencies  College  Social Services

Establishment name: \_\_\_\_\_

### Reason for referral

Health condition  Learning difficulty  Mobility/Disability  Hearing/Visual Impairment

Please supply specific details:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Medication (if any): \_\_\_\_\_

Initial Assessment results (if applicable): Literacy Numeracy Dictation

Any supportive evidence eg sample of handwriting, school evidence etc. Please attach to referral.

Referred by: \_\_\_\_\_

Support requirements referral **agreed** by learner (signed): \_\_\_\_\_ Date: \_\_\_\_\_

Support requirements referral **declined** by learner (signed): \_\_\_\_\_ Date: \_\_\_\_\_

Member of Stafford College staff (signed): \_\_\_\_\_ Date: \_\_\_\_\_

## Section 2

### Mode of support to be discussed

- In Class (if specified, please complete Section 3)  
 Out of class  FOCUS (drop in support)  
 Exam concessions  Mobility  
 Dyslexia/Dyscalcula (suspected)  
 Hearing/Visual Impairment  
 FOCUS on:  
 Maths  English  
 English for Speakers of Other Languages

## Section 3

### Class(es) to be supported

Class	Day & Time

**\*Please attach a Timetable to support this request**

Justification for class/whole class support

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_