**Student Support Plan (SSP)**

For information about the use and role of the SSP please see: [www.admin.ox.ac.uk/aad/swss/disability/aboutdisability/studentsupportplan/](http://www.admin.ox.ac.uk/aad/swss/disability/aboutdisability/studentsupportplan/)

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| **Name:** XXXXXX | **Student ID:** XXXXXX | **College:** XXXXXX |
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| **Course:** BA Ancient and Modern History  |

 | **Level:** UGRAD |
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| **Dept/Faculty:**  Faculty of History (CD)  |

 | **Start / Finish:** 2014 / 2017 |
| **Disability Advisor at DAS:** XXXX |
| **Confidentiality**: The student has given their consent for information about their disability to be shared on a need-to-know basis with appropriate staff in line with Data Protection Act requirements. |

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| **Disability:** No Known Disability | **Disability Information:** Dyslexia and CFS |
| **Disability Support Advice:** introducing the impact of particular categories of disability on study, with informal recommendations and guidance about how to support a student[**https://www1.admin.ox.ac.uk/aad/swss/disability/aboutdisability/disabilitysupportadvice/**](https://www1.admin.ox.ac.uk/aad/swss/disability/aboutdisability/disabilitysupportadvice/) |
| **Impact on study:**

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| XXX has a long-standing diagnosis of depression which is being treated clinically. However, he continues to struggle on a daily basis with reading and the production of written work due to the cognitive features of his disability, which include difficulty concentrating, intrusive negative thoughts, and motivational issues. XXX reports that anxiety symptoms (often a prominent feature of depression) can also interfere with his work.  |

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| **Recommendations for examination and assessment adjustments** Please note all recommendations are subject to Proctor approval. Staff should check e-vision records for approved alternative arrangements. |
| Information about the nature and impact of the disability to be shared with academic and support staff as necessary.

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| * College sitting – we understand that this was approved earlier in XXX’s course on mental health grounds
* Consideration of alternative scheduling – the stress of an exam situation is particularly fatiguing for XXX due to the enormous effort it requires from him to maintain concentration. Please avoid scheduling more than one exam per day to allow XXX sufficient time to recover and build up his stamina for the next exam.
* Extra time of 15 minutes per hour – XXX loses time during exams due the cognitive features of his disability; he finds it hard to concentrate or organise his ideas into a coherent argument under timed conditions. This can lead him becoming paralysed into inaction, which further exacerbates anxiety and difficulties regaining focus. The extra time is recommended to help compensate for the impact of these things on his speed of working.
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| **Recommendations for individual additional support to be facilitated by the DAS** |
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| The student has been advised to apply for a Disabled Students’ Allowance (DSA); this process can take up to 12 weeks before the outcome is known. Any additional recommendations which arise will be included in the study needs assessment report, a copy of which will be supplied to the student, and are likely to include specialist mental health mentoring.  |

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