

# Inclusion Team

# SSP Support Booklet

2025 - 2026

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## Introduction: What Is a Student Support Plan (SSP)...and Why It Matters

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Starting or continuing your university journey is an exciting time, but it can also come with challenges—especially if you are managing a disability, mental health condition, specific learning difference, or long-term health issue... that's where a **Student Support Plan (SSP)** comes in.

An SSP is a document that sets out the support and adjustments you may need to help you fully engage with your studies. It is created with you and based on your individual circumstances, making sure that you're not unfairly disadvantaged and can access your course on an equal footing with others.

The SSP is shared with the relevant university staff—such as your lecturers and course leaders—so they understand how best to support you. It might include things like exam modifications, accessible course materials, or other adjustments that make your learning experience more manageable.

This booklet has been created to help you understand how your SSP works, what support is available, and how to make the most of it. You're not alone—this plan is here to make sure you feel confident, supported, and ready to succeed.

## Student/Apprentice Responsibilities

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Although your Student Support Plan (SSP) is designed to assist you and inform your tutors of your support requirements, it is important to acknowledge that you also bear certain responsibilities. Please ensure that you carefully review the student/apprentice responsibilities detailed below

- **It is the student or apprentice's responsibility to discuss with academic staff any specific requirements or reasonable adjustments which you may need for placement e.g., the impact of a mobility impairment on travel, placement setting etc.**
- The student or apprentice should attend and engage effectively in lectures and tutorials, with physical and study support adjustments, as necessary.
- The student or apprentice should endeavour to submit coursework within required academic timescales.
- The student or apprentice should engage effectively with the assessment process, with appropriate adjustments.
- The student or apprentice should be proactive in engaging with relevant support services.
- The student or apprentice with access to mentoring and/or study skills support is responsible for engaging in the support provided.
- The student or apprentice understands that any personal recording of lectures is for personal use only and should not, under any circumstances, be published or distributed to others in any way.
- The student or apprentice to respond to the letter from Academic Registry to confirm they would like a reader or scribe to be provided for their examination, where these arrangements are agreed.
- The student or apprentice with **agreed exam modifications** is responsible for contacting the module tutor in order to make them aware of their requirements for class tests.
- The student or apprentice is responsible for requesting any review of implemented reasonable adjustments if such adjustments are not proving to be effective in meeting entitlement and/or condition changes.

- The student or apprentice should follow departmental attendance policy.
- The student or apprentice is responsible for requesting the provision of additional academic tutorial support if required.
- The student or apprentice is responsible for seeking any necessary clarification of important questions/instructions if required.
- The student or apprentice is responsible for seeking any necessary clarification of assessment requirements with academic department if required.
- The student or apprentice is responsible for requesting assistance from library staff when required.
- Students or apprentices with SpLDs are responsible for attaching feedback guidelines coversheet to all assessed work prior to submission.
- The student or apprentice gives consent for Student or Apprentice Support Plan to be shared with exchange/partner institution.
- The student or apprentice gives consent for this support plan to be shared with their faculty and course tutors.
- The student or apprentice to be responsible for passing placement locations to DSA Needs Assessor as early as possible if placement travel costs need to be confirmed with funding body.

## **Exam Modifications and Reasonable Adjustments**

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Exam modifications are a form of *reasonable adjustment* provided to disabled students to ensure fair and equitable access to assessments. Under the Equality Act 2010, universities are legally required to make reasonable adjustments for students with disabilities, including physical or mental health conditions, specific learning difficulties like dyslexia, or sensory impairments.

These adjustments may include extra time, rest breaks, use of assistive technology, or sitting exams in a smaller or separate room.

Reasonable adjustments are not about giving anyone an unfair advantage—they are about levelling the playing field and removing barriers that might otherwise prevent disabled students from showing their true academic ability. By making exams more accessible, universities support an inclusive learning environment where all students have an equal opportunity to succeed.

### **Exam Modification - Guidance Notes**

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Exam modification forms must be submitted by the Inclusion or SpLD teams before the deadline published in the Student Handbook. Failure to do so may result in modifications not being in place for the next exam period.

*These recommendations are provisional until confirmed by an Assessment Modifications Board. Following confirmation by the Board a letter will be sent to the student confirming their individual modifications.*

In advance of each examination period, the venue of each examination for students with agreed modifications will be confirmed in writing by Academic Registry.

*In-class tests taking place outside of the main exam period are coordinated by module tutors. As such, students with agreed modifications should contact the module tutor in order to make them aware of their requirements. Please be aware that it may not be possible to fully replicate some exam modifications in class.*

If the student does not require an individual room, they may be situated in a small group room with other students (up to a maximum of 14).

Academic Registry cannot guarantee what venue a student will be placed in for their examinations; students will not necessarily be placed in the same venue for each exam.

If the recommendation includes the use of a reader or scribe, the student or apprentice must contact the Student Assessment & Examination Modifications Officer no later than 10 days in advance of his/her exam to request this. A reader or scribe will not be arranged unless a request is received. Please note, upon requesting a reader/scribe for your examination, you are agreeing for your details to be passed to our recommended support worker service who will contact you separately to confirm the arrangements.

Once confirmed, exam modification recommendations are kept in place for the duration of the student's study on the named course. If a student transfers to a different programme or begins a new programme, they should contact the Student Assessment & Examination Modifications Officer in Academic Registry to discuss their modifications in relation to their new programme.

If the proposed recommendation cannot be agreed at the Assessment Modifications Board, and there is no alternative assessment available for a particular programme, the student may be referred to an individual meeting within their faculty.

If circumstances and needs change, a new form must be completed in order to amend any previously agreed exam modifications. The new form will then be considered at the next Assessment Modifications Board.

If there are any queries regarding exams or exam modifications, the point of contact is the Student Assessment & Examination Modifications Officer in Academic Registry (email [AssessmentTeam@edgehill.ac.uk](mailto:AssessmentTeam@edgehill.ac.uk)).

## Student Services

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The [Inclusion Team](#) is part of [Student Services](#) who are here to support you throughout your time at Edge Hill University. Whether that's offering wellbeing guidance, money advice, or helping you deal with a difficult situation. All of our Student Services teams are based in the Catalyst building.

- Explore the range of information below on the services you can access as a current student, or as a student studying on an apprenticeship programme.
  - The [Mental Health and Wellbeing Team](#) are here to offer advice and support to all of our students, whether they are studying full time, part time, on or off campus.
  - The [Student Support Team](#) are here to support all students and apprentices, especially students who are underrepresented in higher education such as Care Experienced and Estranged Students (CEES). They are on hand to help if you are struggling or thinking of leaving the University and can discuss your options and offer help and guidance to support you.
  - The [Money Advice Team](#) offers guidance on all money related matters including student funding, personal finances and advice on how to apply to the Student Support Fund.
  - The [Faith and Community Team](#) is dedicated to ensuring all staff and students feel welcomed, supported and at home at Edge Hill. They offer pastoral and faith support through our Chaplaincy Service, which provides both a listening ear service and, for those who require it, support in your faith journey. They also welcome those wishing to simply explore matters of faith and spirituality, confidentially and without judgement or pressure. Our team of Pastoral Supporters and Chaplains are here for people of all faiths and none.

## Library and Learning Services

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- The [SpLD Support Team](#) are part of the wider [Library and Learning Services](#) team and are also based in Catalyst. They support students at the University who wish to explore any challenges related to Specific Learning Differences (SpLD) such as dyslexia, dyspraxia, dyscalculia and ADHD. The team offers two pathways for SpLD students to access support and technologies that may be helpful in developing study skills strategies and mitigating the impact of any challenges. If you would like to learn more, please contact the team on [spld@edgehill.ac.uk](mailto:spld@edgehill.ac.uk) as they would be happy to introduce the support and technologies available at the university. The following link will take you to some useful [SpLD Toolkits](#).
- The [UniSkills Team](#) are on hand to help you unlock your academic skills potential. They provide a comprehensive programme of workshops, online resources and one-to-one support tailored to enhance your academic abilities and boost your confidence at university and beyond. Whatever your subject or level of study, UniSkills is your key to academic success.
- From planning written work to proofreading or note-taking, [Assistive & Accessible Technologies](#) can support you in developing study skills strategies. This brief toolkit aims to provide information about the range of technologies such as, Mind Mapping, Text-to-Speech software and apps available that all Edge Hill University (EHU) students can access.

The toolkit will also focus on accessibility features and ongoing developments available in technologies from companies such as, Microsoft, Apple and Google. Thinking about accessibility and building skills in this area supports your education and future employment and ensures better experiences for everyone.

## Managing Medical Conditions

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Edge Hill University understands that amongst our student community there will be those who are managing complex medical and/or health conditions. We recognise that students are the experts on their own medical conditions and the expectation is that students should be able to manage these independently with appropriate support from Health Professionals.

Edge Hill University has arrangements in place to manage incidents relating to injury or ill health through the provision of first aiders and first aid equipment which should be utilised when required. For students who live in halls of residence and/or if an incident occurs out of hours, First Aid will be administered by Campus Support Officers. If an emergency arises elsewhere on campus, fully trained and designated First Aiders will be the initial responders to an incident, these first responders could be any member of staff. They will assess if an ambulance needs to be called based on their judgment of the situation.

Students living on campus who have told us they may need additional support because of a medical condition such as diabetes or epilepsy, will be provided with an alerter device for use while they are in their halls of residence and may be alone. Activating the device will summon Campus Support Officers to the halls of residence to offer help in the event of a medical emergency. *You should contact [accommodation@edgehill.ac.uk](mailto:accommodation@edgehill.ac.uk) if you require one of these devices if you haven't mentioned this as part of your application to live on campus.* If you need to inject medication, for example Insulin, you should ensure that you can properly dispose of sharps and needles, *a sharps bin is not something provided by the university.*

If students have *medical alert jewellery*, we strongly recommend that this is worn all the time. If an Epi Pen is required, please ensure you have it with you at all times.

## Disabled Students' Allowances (DSA)

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[Disabled Students' Allowance \(DSA\)](#) is a non-means tested allowance which currently funds academic and practical support to enable you to study at university. You will need recent evidence from a GP or health professional explaining how your disability or condition has a significant impact on your studying.

If eligible for DSA, you may be awarded a package of support tailored to your individual circumstances. This could include access to assistive technology such as lecture capture or read aloud software as well as *non-medical help (NMH) such as specialist mentoring and study skills support* for students with mental health conditions or autism.

*The role of the specialist mentor* is to provide individual specialist support to the student, help with the transition into university, attend meetings with tutors, assist with time management skills and organisation, offer pastoral support and signpost to other support services when necessary.

*Specialist Study Skills support* is specifically tailored to your disability e.g. autism or an SpLD (ADHD, dyslexia, dyspraxia, etc). This support can assist you with research and organisational skills, developing study plans, exam revision, presentation skills etc.

*Specialist Mentors and Study Skills support are not responsible for* ensuring a student has taken their medication; making sure the student is up in time for lectures/meetings; arranging a student's shopping or laundry, resolving any issues in Halls with fellow students or reporting any job that needs to be fixed be in accommodation.