

DDSS learning support plan: Mike Lubelski

Dear DLO,

**Student name:** Mike Lubelski

**Registration number:**

**Programme code:** COMU01

**Disability type(s):** Medical-Other

**Disability adviser name:** Mark Lubelski

**Disability adviser email address:** m.lubelski@sheffield.ac.uk

**Date LSP shared with department:** 19/03/21

Mark has provided the Disability and Dyslexia Support Service with evidence that he is disabled. The information contained in this email should be passed to all staff working with him each semester.

Mike has been copied in to this email so he can get in touch with you if he wants to discuss departmental disability support further. He has also given permission for you to contact him.

Mike understands that it is his responsibility to share this document with the Disability Liaison Officer (DLO) in any other department that he chooses to take unrestricted modules in. An explanation of the DLO role and [a full list of departmental DLOs can be found on the DDSS website](#).

### **Disability information**

Mike has a rare (and as-yet unnamed) condition. He is likely to encounter barriers to learning in all aspects of his University experience.

### **Support required**

#### ***Seizure Advice***

- ☐ If Mike experiences a seizure during University teaching, then those present should alert the building first-aider and follow [basic public first aid](#) instructions until the first-aider arrives

### ***Evacuation***

- Mike is likely to require assistance to evacuate a building in the event of an emergency, and therefore the department will need to create a 'Personal Emergency Evacuation Plan' (PEEP) in collaboration with both him and Safety Services. More details about this process can be found at: <http://www.sheffield.ac.uk/hs/disability>

### ***Timetabling***

- Mike will require the following timetabling arrangements:
  - Accessible (ground floor or lift-accessible) venues for any group teaching activities
  - No teaching sessions before 10am

DDSS has shared these recommendations directly with [the University's Timetabling & Space Allocation team](#), but the department should also adhere to them when making any local timetabling arrangements for Mike

### ***Communication/ongoing contact***

- It is important that at least one member of academic staff is in regular contact with Mike – ideally at least once a fortnight - in order to monitor his progress and offer additional support where necessary

### ***Physical environment***

- Tutors should be aware that it may take Mike time to familiarise himself with routes and locations

### ***Accessibility of materials***

- Provide reading lists as far in advance as possible (ideally before the start of each semester) to allow time for any text reformatting required. Reading lists should clearly prioritise reading and indicate whether a text should be read in part or in its entirety

### ***Attendance***

- Bear in mind that there is likely to be occasions when Mike is unable to attend University due to the impact of his medical condition

### ***Teaching***

- Provide reading lists that clearly prioritise reading and indicate whether Mike should read parts of a text or all of it

### ***Teaching-seminars/tutorials***

- ☐ If Mark will be required to read aloud during a group situation, he should be given advance notice (at least 48 hours) of this so that he can ensure she has time to prepare

### ***Working with peers***

- ☐ Tutors should be aware that it may be difficult for Mike to undertake group work tasks. If Mike requires support with an aspect of a group work activity, he will contact his module tutor

### ***Speaking in class***

- ☐ Mike hopes to be able to contribute to class discussions but at points this can be more difficult for him to manage. In such instances, First Name will inform the tutor that he does not feel able to provide an answer and it would be helpful if tutors could then redirect the question

### ***Presentations***

- ☐ Mike will require additional support to undertake presentations, and a member of departmental staff should speak with him to explore the form that this support should take (e.g. by presenting to as few peers as possible – or just to his tutors; by rehearsing/speaking about his presentation in advance with tutor)

### ***Practical course elements***

- ☐ Mike may need additional support or adjustments in order to perform to the best of his ability in some practical sessions. A member of academic staff should liaise with Mike in advance of such activities to determine any additional support he may require.

### ***Placements***

- ☐ Tutors should liaise with Mike at the point that placements are being allocated to check if - in addition to the recommendation below any additional support adjustments will need to be made to accommodate him on it.
  - Minimise the travel Mike needs to undertake to/from placements, and the amount of moving about he needs to do when undertaking placement work

### **Field trips**

- ☐ Mike may need additional support in order to participate in field trips on the course. A member of academic staff should liaise with Mike in advance of such activities to determine any additional support he may require.

### **Year abroad**

- ☐ A member of departmental staff should liaise with Mike/our service well in advance of his year abroad to ensure that appropriate support can be provided for him in the proposed year abroad settings, and that any pertinent information relating to his requirements is shared with staff who will be supporting him.

### **Coursework: support with production**

- ☐ The department should ensure that deadlines are as spread out as possible

### **Feedback**

- ☐ Mike is eligible to use [the University's Yellow Sticker Scheme](#)

### **Viva**

- ☐ Mike is likely to require support to ensure that he is not disadvantaged during his [oral examination \(Viva Voce\)](#). The department should liaise with him (and DDSS if necessary) well in advance of this assessment to determine how he can best be supported to prepare for and perform in it. It may be useful to arrange a 'practice Viva' to identify elements of the assessment – and the processes around it – that Mike is likely to require additional support with.

### **Examinations**

- ☐ Mike will be permitted 25% extra time in University examinations. Where reasonably possible these adjustments should be replicated in any timed assessments he is required to sit within the department.

*Please note: details of a student's exam adjustments – as well as any subsequent changes made to these – will always be emailed by DDSS to the Exams Officer within the department. The LSP will not always be updated to reflect changes to a student's exam arrangements.*

### **Extenuating Circumstances**

For more information, see [the 'Disability, Disabling Conditions, Specific Learning Difficulties' section of the Extenuating Circumstances Form guidance webpage](#).

- This LSP provides evidence of the ongoing impact Mike's condition is likely to have on his studies. If the department requires Mike to submit extenuating circumstances forms (ECFs) to cover periods when his academic performance has been (and/or will be) adversely affected by his disability, he should not be expected to get a doctor's statement to support these.

Please contact me if you have any queries relating to this LSP, or implementing the adjustments it recommends.

Best wishes