**Before You Join**

We understand that starting university can be an exciting but challenging new experience. This document gives you all the information you need to assist in planning your support needs in advance of starting your course at the University.

As a quick overview, these are the three steps you need to take before you start:

For more information about applying for Disabled Students’ Allowance (DSA), please read our Funding support document.

**Understanding the diagnosis information you need to provide.**

A University of Law Inclusion Plan (ULIP) is a document put together by our Disability and Inclusion Service which outlines the adjustments available to those studying with us. Where the Disability and Inclusion Service considers that an adjustment requested is not reasonable or is not supported by sufficient evidence, we will advise you accordingly.

**What type of medical evidence/documents do you need to provide to register for support?**

We can accept many types of medical evidence depending on your diagnosis, you or your parent/carer/guardian may already have copies of these documents to upload to the medical evidence portal. Evidence can include an independent Needs Assessment. You can also request a copy of your adjustments in exams from your school/college.

Please note for **postgraduate students**, you can upload a previous needs assessment for a diagnosis that doesn’t change significantly over time for example, autism.

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| Condition/ diagnosis | Date of medical evidence  If you’ve had any recent changes, it’s useful to understand your needs to date. DIS may ask for new medical evidence. | Type of medical evidence |
| Neurodiversity- dyslexia, dyspraxia, dyscalculia | Any time from birth | Educational psychologist report confirming diagnosis |
| Neurodiversity - autism, ADHD, | From birth | Psychiatrist report |
| Complex mental health condition- Bi-polar, schizophrenia, personality disorders | Any time from birth but more up to date is better | Specialist, GP, or medical report confirming diagnosis |
| Anxiety and depression | Within the last the (3) years | GP or medical report confirming diagnosis |
| D/deaf and Hard of Hearing, Blind and visually | Any time from birth | Specialist, GP or medical report confirming diagnosis, ophthalmologists and audiologist |
| Long term medical conditions | Within the last the (3) years | Specialist, GP or medical report confirming diagnosis |
| Physical or mobility impairments | Any time from birth but more up to date is better | Specialist, GP or medical report confirming diagnosis |
| Pregnancy | Recent | MATB1 with your due date |
| Carer for a disabled child or parent | Within the last the (3) years | Adult Social Care carers assessment or, with the disabled adult’s permission their Adult Care assessment naming you as a carer. |
| Trans\* student during medical transition | Recently | Specialist, GP or medical report showing medical transition |

\* Trans is intended to be an inclusive umbrella term which may be used to describe a student whose gender identity differs in some way from that which they were assigned at birth including but not limited to: non-binary people, gender non-confirming people and those who partially or incompletely identify with their sex assigned at birth.

**Understanding the course demands documents.**

Each of our courses have a Programme Demands document to ensure students fully understand the requirements of the course before they start. We recommend you read the document for your programme and to contact DIS as soon as you can if you require any adjustments.

The Programme Demands document outlines key information about your course including:

* The key outcomes you need to achieve to be successful on your course
* Knowledge you need to have before starting your course
* Any pre-course activities or study (where applicable)
* Attendance requirements
* How many hours a week you have in lectures/workshop and how many hours outside of teaching you will need to study for
* How you are assessed for each module
* Restrictions of assessment adjustments for regulated courses (BPC and LPC only)
* Digital requirements for your laptop to effectively study using our virtual learning environment.

The links to the Programme Demands documents for each course can be found on the Course Demands page of our website [here](https://www.law.ac.uk/study/course-demands/#demands).

**Understanding differences in language around disability between school/college and university.**

Moving from school/college to university is full of changes and opportunities to learn new things. Universities use different language when discussing disability than what is used in schools/colleges. To help make these new terms easier to understand, we have provided an explanation for commonly used terms and their equivalent term from school/college.

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| School/college terms | The University of Law terms | Explanation |
| Special Educational Needs & Disabilities (SEND)  Special Needs  Special Educational Needs (SEN)  Additional Needs | **Disability** | Universities do not use the term ‘Special Educational Needs’ as this is specific to schools and colleges. Instead, universities, including The University of Law, use the word ‘disability’. This may feel unfamiliar, but the term ‘disability’ is broad and considers any physical, mental, or sensory impairment which has a significant impact on daily life and lasts more than 12 months. Identifying as disabled gives you protection under the Equality Act 2010 and enables you to access support and adjustments.  For a student, daily activities might include taking notes, writing, researching, reading large amounts of text and moving between multiple locations.  This includes people who   * are D/deaf or hearing impaired * are blind or visually impaired * are physically disabled, and/or have mobility difficulties * are neurodivergent (e.g. dyslexia, ADHD, autism, dyspraxia) * have a neurological condition (e.g. epilepsy, Tourette Syndrome, stammer) * have a mental health condition * have a long-term medical condition (e.g. chronic fatigue syndrome, asthma, diabetes, cancer, HIV) * have a combination of these |
| SEND Department / Additional Learning  Support (ALS) / Learning Support Team | The Disability and Inclusion Service (**DIS**) | This is a specialist department to set up your support for teaching and learning, and assessments. This department can help you apply for Disabled Students’ Allowances (DSA) |
| Special Educational Needs (& Disabilities)  Coordinator (SENCo or SENDCo) /  Learning Support Coordinator | **Disability Advisors** (A central specialist team provided remotely)  **Disability Liaison Officers** (Campus based trained by DIS but not specialist) | The equivalent of a SENDCo at university. You will be allocated a specialist Disability and Inclusion Advisor when you register with DIS. You can also speak to a campus representative called a disability liaison officer |
| Education, Health &  Care Plan (EHCP) /  Statement of Needs /  Pupil Passport | **University of Law Inclusion Plan**, commonly called a ULIP (rhymes with tulip) | The equivalent of an EHCP or Statement at university is called a ULIP at The University of Law. If you apply for Disabled Students’ Allowance (DSA) you will have a Needs Assessment Report as part of the application process |