

Appendix 1- Evidence guidance

Evidence we can and cannot accept is provided below:

Diagnosis	What we can accept	What we cannot accept
<p>Dyslexia</p>	<p>A full diagnostic assessment from:</p> <ul style="list-style-type: none"> . Psychologist registered with the Health Care Practitioner (HCPC) OR Specialist Dyslexia teacher with a current Assessment Practising Certificate (APC) <p>As of 2019 this report can be from an assessment carried out at any age. It does not need to be a Post-16 assessment</p> <ul style="list-style-type: none"> . Please note if older than 6 years, we may require the student to complete a screener for more up to date information. The screener must be completed at UCB. (This will take affect for new students for the Sept 22/23 year onwards) <p>It is strongly encouraged for the student to send in their evidence to the Disability Support team to be reviewed, even if it does not follow the evidential requirements above.</p> <p>Support plans based on dyslexic traits can be put in place for students who have completed an academic strengths and weaknesses screener based on the following criteria:</p>	<ul style="list-style-type: none"> . A screener (from college, a previous university) . An EHCP without the full diagnostic paperwork/ up to date letter . A college report . DSA form . Anything that refers to the student having ‘traits’ or ‘characteristics’ of but not a full diagnosis

	<p>. The screener has been completed onsite at the ASC (6th floor, The Link) from Semester 2 2022/23. Screeners before this date that have been completed online and facilitated by UCB's Disability Support team, can be considered but at the team's discretion.</p> <p>. Screeners completed externally can be considered if they are Quickscreen but this is at the discretion of the Disability Support team</p> <p>PLUS</p> <p>. the screener demonstrates a strong indicator of dyslexia</p> <p>. the screener demonstrates high moderate indicator of dyslexia alongside significantly marked difficulties in key areas such as reading, spelling, memory, sequencing and processing skills. This list is not exhaustive and is subject to the Disability Support team's discretion.</p> <p>The Disability Support team recommends that if a student fulfills this criterion, then they pursue a formal diagnosis of a specific learning difficulty (SpLD) to access further support available e.g., Disabled Students' Allowance.</p>	
Dyscalculia	<p>A full diagnostic assessment from:</p> <p>. Psychologist registered with the Health Care Practitioner (HCPC), or</p> <p>. Specialist dyslexia teacher with a current Assessment Practising Certificate (APC) that specifically covers dyscalculia.</p>	<p>. A screener (from college, a previous university)</p> <p>. An EHCP without the full diagnostic paperwork/ up to date letter</p> <p>. A college report</p> <p>. DSA form</p> <p>. Anything that refers to the student having 'traits' or</p>

	<p>As of 2019 this report can be from an assessment carried out at any age. It does not need to be a Post-16 assessment</p> <p>It is strongly encouraged for the student to send in their evidence to the disability support team to be reviewed, even if it does not follow the evidential requirements above.</p>	<p>'characteristics' of but not a full diagnosis</p>
<p>Dyspraxia</p>	<ul style="list-style-type: none"> . An up-to-date medical letter indicating how this affects the student . A diagnostic report for dyslexia that also indicates traits/ a diagnosis of dyspraxia from: . Psychologist registered with the Health Care Practitioner (HCPC), or . Specialist dyslexia teacher with a current Assessment Practising Certificate (APC) that specifically covers dyspraxia. . EHCP that was reviewed in the last 2 years- this must clearly detail how dyspraxia affects student Medical evidence must meet the following criteria: . Dated and signed on headed paper. . The identity of the practitioner must be clear (typed name and position). . A diagnosis is clearly stated. 	<ul style="list-style-type: none"> . DSA form . Previous college report

	<ul style="list-style-type: none"> . The condition is reasonably predicted to last twelve months or more. . The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case). . The author clearly states the affect condition may have on learning and/or attendance at university. . The author clearly states how side-effects of medication may affect student. 	
Autism	<ul style="list-style-type: none"> . A diagnostic report or letter from an autism specialist such as a psychiatrist, doctor or consultant. . The diagnostic report must be on headed paper; the practitioner’s identity must be legible (signed, with name, position and title and date clearly printed). . This report must state that a medical professional considers student to be on the autism spectrum. .An EHCP that was reviewed within the last 2 years detailing how this affects learning needs AND/OR . An up to date medical letter confirming this diagnosis along with detail on how this affects learning, and potentially ASD pocket card 	<ul style="list-style-type: none"> . Appointment letters . Prescriptions . Previous college reports or medical letters stating the student has ‘traits’ of autism. . DSA forms
ADHD	<ul style="list-style-type: none"> . A diagnostic report or letter from an ADHD specialist such as a psychiatrist, GP consultant or practitioner with a current Assessment Practising Certificate (APC) and relevant training 	<ul style="list-style-type: none"> . Appointment letters . Prescriptions . Previous college reports or medical letters stating the student has ‘traits’ of ADHD or autism.

	<ul style="list-style-type: none"> . The diagnostic report must be on headed paper; the practitioner's identity must be legible (signed, with name, position and title and date clearly printed). . This report must state that a medical professional considers student to have ADHD. . EHCP reviewed within the last 2 years with up to date SEMH, Cognition and Learning and Communication and Interaction sections 	<ul style="list-style-type: none"> . DSA forms
Vision Impairment (VI)	<ul style="list-style-type: none"> . An EHCP with the latest sensory support review (this can be no more than 2 years old) . Latest ophthalmologist report . For service dogs we need proof of insurance and that they are registered. . Medical records clearly stating the condition on headed paper and signed by a specialist within the field. 	<ul style="list-style-type: none"> . DSA form
Hearing Impairment (HI)	<ul style="list-style-type: none"> . An EHCP with the latest sensory support review (this can be no more than 2 years old) . Latest medical report/ Audiologist report <p>Please note that students need to make Accommodation and Disability Support aware of any adapted equipment required in halls of residence e.g. deaf guards for fire alarm. Disability Support will also ask students some Personal Emergency Evacuation Plan questions within the support meeting.</p>	<ul style="list-style-type: none"> . PIP evidence
Mobility Support	<ul style="list-style-type: none"> . Medical report/diagnosis . Latest medical report 	<ul style="list-style-type: none"> . PIP evidence . Blue badge

	<p>detailing how this affects learning</p> <ul style="list-style-type: none"> . For service dogs we need proof of insurance and that they are registered. <p>Please note that students need to make Accommodation and Disability Support aware of any adapted equipment required in halls of residence e.g. hoists, adapted rooms. Disability Support will also ask students some Personal Emergency Evacuation Plan questions within the support meeting</p>	
<p>Immune Deficiencies/ Cyclical Vomiting</p>	<ul style="list-style-type: none"> . Medical report/diagnosis This needs to be the latest check-up/ medical report. <p>For diabetes students should inform Accommodation and Disability Support teams if a fridge is required. Please note some support provisions may differ between Type 1 and Type 2 diabetes, which we can accommodate for.</p> <p>Medical evidence must meet the following criteria:</p> <ul style="list-style-type: none"> . Dated and signed on headed paper. . The identity of the practitioner must be clear (typed name and position). . A diagnosis is clearly stated. . The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more. . The author's professional opinion states the student's disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case). 	<ul style="list-style-type: none"> . Screenshots of appointments . Screenshots of medication

	<ul style="list-style-type: none"> . The author clearly states the affect the condition may have on learning and/or attendance at university. . The author clearly states how side-effects of medication may affect student. 	
Epilepsy / Seizures	<ul style="list-style-type: none"> . Medical reports/ diagnosis . EHCP within 2 years . up to date health care advisor report reviewed last 2 years <p>Within the support plan meeting the Disability Support Team will go through a seizure action plan and students will need to provide any numbers to call/ any usual plans of actions followed. Students can include this in their email to Disability Support alongside evidence if preferred.</p> <p>Medical evidence must meet the following criteria:</p> <ul style="list-style-type: none"> . Dated and signed on headed paper. . The identity of the practitioner must be clear (typed name and position). . A diagnosis is clearly stated. . The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more. . The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen your case). . The author clearly states the affect your condition may have on your learning and/or attendance at university. 	<ul style="list-style-type: none"> . Screenshots of appointments . Screenshots of medication

	<ul style="list-style-type: none"> . The author clearly states how side-effects of medication may affect student. 	
Heart conditions	<p>Medical report/diagnosis on headed paper which is clearly signed and dated by a professional within that field.</p> <p>Medical evidence must meet the following criteria:</p> <ul style="list-style-type: none"> . Dated and signed on headed paper. . The identity of the practitioner must be clear (typed name and position). . A diagnosis is clearly stated. . The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more. . The author's professional opinion states the student's disability has a substantial (non-trivial) negative impact on normal daily activities . The author clearly states the affect condition may have on learning and/or attendance at university. . The author clearly states how side-effects of medication may affect student 	<ul style="list-style-type: none"> . Screenshots of medication . Screenshots of ECG results - Disability Support could accept this with overview of condition/ attached medical reports (if this is new students should refer to the EC team or provide a doctor's note) . Screenshots of appointments . DSA forms
Mental Health conditions: depression, anxiety, Obsessive Compulsive Disorders (OCD), eating disorders, bipolar affective disorder, personality disorders, psychosis, schizophrenia.	<ul style="list-style-type: none"> . Evidence should indicate that disability/condition is ongoing, that it has lasted (or is predicted to last) twelve months or more. The evidence should indicate how disability/condition may affect university studies. . Acceptable evidence includes letters/diagnosis from a GP, psychiatrist or consultant. 	<ul style="list-style-type: none"> . Screenshots of medication . CAMHS letters 2 years out of date . CAMHS appointment dates . DSA form . Previous college reports . Appointment letters or prescriptions are not acceptable evidence of a diagnosis

	<ul style="list-style-type: none"> . Supplemental evidence will be reviewed on case-by-case basis. <p>Medical evidence must meet the following criteria:</p> <ul style="list-style-type: none"> . Dated and signed on headed paper. . The identity of the practitioner must be clear (typed name and position). . A diagnosis is clearly stated. . The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more. . The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case) . The author clearly states the affect your condition may have on learning and/or attendance at university. . The author clearly states how side-effects of medication may affect student. 	
Severe Migraines	<ul style="list-style-type: none"> . This needs to be ongoing and signed off by a doctor for a continuity of over 12 months <p>Medical evidence must meet the following criteria:</p> <ul style="list-style-type: none"> . Dated and signed on headed paper. . The identity of the practitioner must be clear (typed name and position). . A diagnosis is clearly stated. . The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more. 	<ul style="list-style-type: none"> . Absence letter due to migraines . DSA form . Prescriptions for medication

	<ul style="list-style-type: none"> . The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case) . The author clearly states the affect your condition may have on learning and/or attendance at university. . The author clearly states how side-effects of medication may affect student. 	
Cancer	<ul style="list-style-type: none"> . Medical letter/ latest up-to-date notes . Any discussions around further treatment/ appointment times in advance so Disability Support can have a consultation with the curriculum department <p>Medical evidence must meet the following criteria:</p> <ul style="list-style-type: none"> . Dated and signed on headed paper. . The identity of the practitioner must be clear (typed name and position). . A diagnosis is clearly stated. . The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case). . The author clearly states the affect condition may have on learning and/or attendance at university. . The author clearly states how side-effects of medication may affect student. 	<ul style="list-style-type: none"> . Prescriptions . Appointment letters

<p>Irlen Syndrome</p>	<p>Medical evidence must meet the following criteria:</p> <ul style="list-style-type: none"> . Dated and signed by a trained Irlen Diagnostician on headed paper. . The identity of the practitioner must be clear (typed name and position). . A diagnosis is clearly stated. . The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more. . The author's professional opinion states the student's disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case). . The author clearly states the affect your condition may have on learning and/or attendance at university. 	<ul style="list-style-type: none"> . Glasses prescription without Irlen Diagnostician report. . Dyslexia screener
<p>HIV or other long term</p>	<p>Medical evidence must meet the following criteria:</p> <ul style="list-style-type: none"> . Dated and signed on headed paper. . The identity of the practitioner must be clear (typed name and position). . A diagnosis is clearly stated. . The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more. . The author's professional opinion states the student's disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case). . The author clearly states the affect condition may have on learning and/or attendance at university. 	<ul style="list-style-type: none"> . Appointment letters . Prescriptions

Other learning difficulties	<ul style="list-style-type: none">. Educational Psychologist Report. Students may be asked to do another screener that is up to date. The screener must be completed at UCB.. Detailed and up to date medical Report-This will be on a case-by-case basis depending on what evidence is received and for what learning difficulty or difference.	

