**My Personal Self Advocacy Plan/Inclusive Learning Plan**

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| STUDENT AND COURSE DETAILS | | | | |
| Student number/identification: | | |  | |
| Name: | | |  | |
| Date of ILP: | | |  | |
| Course/Degree/year: | | |  | |
| DISABILITY AND/OR NEURODIVERGENCE DETAILS | | | | |
| Disability/neurodivergence (\*optional\*, can just state “disability”): | | |  | |
| Disability advisor: | | |  | |
| SpLD Adviser: | | |  | |
| Wellbeing adviser: | | |  | |
| MY STUDENT PROFILE | | | | |
| My learning strengths are: | | |  | |
| My learning challenges are: | | | e.g., I have a long-term condition that can at times impact on assignments, seminar participation, and assessment. | |
| INCLUSIVE LEARNING PLAN SUMMARY OF ADJUSTMENTS | | | | |
| The specific classroom adaptions/accommodations I need are: | | | | |
| ADJUSTMENT | **PROVIDER** | **ADJUSTMENT START DATE** | | **NOTES** |
| Enabling equipment | Student School |  | | Lecture recording, audio and captions. |
| Extra time | Exams |  | | 25% |
| Alternative assessment methods | Student School |  | | Social communication i.e., speaking and listening, or delay in receiving and processing spoken information. Please consider adjustments where I indicate difficulty with the social aspects of learning; presentations, seminars, group work. 1-2-1 presentations with the tutor preferable due to extreme anxiety (not typical nervousness) |
| Provision of class resources | Student School |  | | Make lecture/seminar materials accessible electronically (e.g. via Moodle) at least 24 hours before the session to enable all students to prepare. Make module outlines accessible electronically (e.g. via Moodle) at least 4 weeks before the module starts. |
| Course materials - accessible/ electronic forma | Student School |  | | For guidance on creating accessible learning resources please see accessible resources web pages: https://www.kent.ac.uk/studentsupport/accessibility/accessible-resources.html |
| Other academic support | Student School |  | | Please be aware that difficulties may arise in meeting deadlines; and this ILP presents evidence of ongoing impact of disability. If a student requires extensions or other adjustments, I may utilise the coursework extension procedure as outlined by the Academic School, supported by this ILP. |
| Attendance | Student School |  | | Disability may on occasion impact on levels of attendance, please be mindful of this when giving consideration. I will continue to report absences as and when they occur in line with school policy. Participation can be difficult at times for me, please allow me to answer questions on my own volition and avoid direct questions. |
| Extended library borrowing | Library and Information Services |  | |  |
| Course materials - prioritised reading list | Student School |  | | Prioritised reading lists available at least 4 weeks in advance: \* Clear indication of importance of readings - core (must read), recommended (should read) and background (could read). |
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| I want to develop the following self-advocacy skills: | | |  | |
| Further information: | | |  | |