Disability → ↓ Learning method	Dyslexia	Mobility/dexterity
Lectures	Structures clear. Language as simple as possible. Follow guidance on handout and slide format. Use diagrams.	Accessibility of teaching rooms, both getting into the room and working within it.
Labs	As above.	Accessibility. Health and safety issues. Students may work with a helper.
Discussion groups	Use electronic whiteboard for diagrams. Don't force student to talk.	Accessibility of teaching rooms, both getting into the room and working within it. Consider the student's position for discussion.
Problems classes	Ensure language used is direct and not unnecessarily complicated.	Accessibility of teaching rooms, both getting into the room and working within it.
Visits	Very clear instructions. Provide maps.	Accessibility. Alternative access to material/experience if not?
Books, papers and resource-based learning	Choose well-structured materials with good navigation help. Prioritise reading lists where possible.	Access to facilities. Ergonomics of workstations, etc.
Online learning	Use of font, colour, white space and language. Good navigation help.	Access to facilities. Ergonomics of workstations, etc. Alternative pointing/ keyboard devices.
Assessment	Follow university policy on additional time and use of spelling and grammar.	As above, plus use CAA for assessment at home? Extended time allocation for students using access technology.
Groupwork - including projects	Clear instructions. Discuss with student whether to raise dyslexia with group.	Suitable rooms for meetings and access to facilities.
Short-fat modules	Plan ahead, provide reading in advance. Do not expect students to read large quantities of written material at short notice.	Plan ahead. Consider additional time taken to produce work/assessments if using access technology.

Disability → ↓ Learning method	Vision	Hearing
Lectures	Lecture materials available on disk (in Word) beforehand. Text descriptors for diagrams, use of language eg 'If we look here'..	Consider amplification. Face students when speaking and stand in good light. Discuss technical terms with interpreter.
Labs	Accessibility. Health and safety issues. Students may work with a helper.	Health and safety issues and as above.
Discussion groups	Participants briefed on good practice ie taking turns speaking, introducing themselves before speaking.	Participants briefed on good practice ie take turns when talking, face listener, wait until listener is looking at them.
Problems classes	Ensure material is in accessible format, as for lectures.	As above.
Visits	Pre-visit material available in accessible format? Guide available if required.	Radio mic. system/ loop system available?
Books, papers and resource-based learning	Early identification to allow Brailling etc. Diagrams adapted.	Some students may require clarification of new vocabulary. English is a second language for signers.
Online learning	Accessible web pages and other materials. Access to appropriate software.	Clarity of structure and language.
Assessment	Follow university policy on arrangements for blind/partially sighted students.	As for books – use direct, plain English wherever possible. Follow university policy on arrangements for deaf students.
Groupwork - including projects	Participants briefed on good practice as for discussion groups.	Participants briefed on good practice ie take turns when talking, face listener, wait until listener is looking at them.
Short-fat modules	Reading material needs preparing beforehand, do not expect students to read large amounts at short notice.	Break up activities – long periods spent listening to speakers/lectures can be exhausting and stressful.

Disability → ↓ Learning method	Mental health	Medical
Lectures	Check whether or not the student is happy to be asked questions in a large group.	Medication and/or medical condition may affect student's ability to concentrate.
Labs	Check whether the lab environment presents any difficulties for the student.	See above and consider health and safety issues.
Discussion groups	Consider whether such groups are absolutely necessary and, if so, how to support the student.	Fatigue and/or effects of medication may affect ability to interact in these groups.
Problems classes	Encourage teamwork, shared goals, peer support. Check whether the student can cope with questions.	Medication and/or medical condition may affect student's ability to concentrate.
Visits	Check whether this visit presents any difficulties for the student.	Long visits may cause fatigue. Check access to toilet facilities. Ensure you know what to do in case of a medical emergency.
Books, papers and resource-based learning	Medication some students take can affect concentration and so they may need some latitude wrt deadlines.	
Online learning	Frequent feedback for reassurance.	Prolonged use of a computer may be problematic for some students and affect concentration.
Assessment	Minimising stress or anxiety ie use of separate room. Consider arrangements for 'in class' tests.	Student may need extra time and/or rest breaks.
Groupwork - including projects	Student may need help in joining a group and in contributing effectively within it. Follow the student's advice on disclosure.	Fatigue and/or effects of medication may affect ability to interact in these groups and to perform some tasks.
Short-fat modules	The pressure to study intensively may exacerbate existing problems. Try not to cause the student stress.	Intensive study may cause problems for some students due to the effects of their medical condition and/or medication.

Disability → ↓ Learning method	Your student
Lectures	
Labs	
Discussion groups	
Problems classes	
Visits	
Books, papers and resource-based learning	
Online learning	
Assessment	
Groupwork - including projects	
Short-fat modules	