

Policy for Dyslexic Students

BCPC is aware that the manifestations of dyslexia can be many and varied as is the severity of the problem. We would appreciate it if you could identify the kinds of things you think would help you and give this to your tutor.

BCPC Procedures

- Students should be required to provide appropriate evidence of their dyslexia to the Programme Leader (eg results of a dyslexia assessment)
- Prior to disclosure of any information contained in the assessment (even within the institution) the student should give explicit consent to disclosure
- The Programme Leader should recommend appropriate academic allowances in accordance with the nature of the individual's learning profile
- Recommendations for academic allowances should be notified in writing to programme staff and any central assessment body, with a copy of this notification being issued to the student
- In addition, to ensure all staff are aware of the issues, staff development should accompany the introduction of new procedures

BCPC grants an extra tutorial per year for any student identified as dyslexic, and this may extend to a maximum of one per term where needed. BCPC graduates have offered to proof read students' work and this is self-funded. If indicated in the individual assessment recommendations, BCPC can provide special formatting of documents such as PDF's for reading programmes, coloured print outs or other special formatting. Dyslexic students may also be granted extensions to deadlines for written assignments. A central record is kept of any recommendations made, and the effectiveness of the process is monitored.

Additional Forms of Assessment

In the small number of cases where students are severely affected by dyslexia, the academic allowances commonly made may not be sufficient to provide appropriate support. It could therefore be necessary to consider alternative modes of assessment – for example, a viva voce in addition to written work, where a student's ability can be assessed differently. Consideration of alternative forms of assessment is informed both by student need and the maintenance of academic standards/professional requirements. An unambiguous academic

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rationale will be available for the final decision, so that the student is clear about the grounds on which the alternative assessment was/was not arranged.

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