**Guidance on SGADISA codes and descriptors**

Disability Services has started to use the Banner form SGADISA to record standardised reasonable adjustments so that Schools are better able to share timely information about the adjustments required for individual disabled students. The codes and descriptors used in SGADISA are necessarily limited. This document aims to provide additional guidance and detail on the meaning and application of each of the codes and descriptors.

**Please note that SGADISA does not contain important contextual information about the student’s disability.** This information is available from the student’s Support Summary Sheet. Please contact your [School Disability Contact](https://students.leeds.ac.uk/info/1000032/support_for_disabled_students/1550/disability_contacts_in_schools) to request a copy of the Support Summary Sheet.

If you have any queries about this guidance, or about the reasonable adjustments Disability Services commonly recommends, please contact us at [disability@leeds.ac.uk](mailto:disability@leeds.ac.uk). If you have queries about individual disabled students, please contact the School-based [Disability Contact](https://students.leeds.ac.uk/info/1000032/support_for_disabled_students/1550/disability_contacts_in_schools) for your local area, or the [Disability Coordinator](https://students.leeds.ac.uk/info/1000032/support_for_disabled_students/1197/disability_advisory_team) assigned to your Faculty or School.

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| **Code** | **Descriptor** | **Notes** |
| AF | Alternative format | Student may require materials in alternative formats in order to access these through assistive software. This might include electronic documents, converting PDFs to Word, or converting to Braille or audio. The Transcription Service may undertake this work and may contact Schools directly to arrange this. |
| AG | Additional guidance | Student may require additional clarification or guidance to check their understanding e.g. of topics covered in teaching activities, course requirements or assignment briefs. Teaching staff may need to clarify course content and explain concepts on a one-to-one basis with the student, as they may require further clarification or an alternative explanation e.g. due to concentration or processing difficulties related to their condition. Staff may need to check essay plans, or give further explanation of what is required for a given coursework assignment, if requested, as the student may not fully understand assignment briefs e.g. due to underlying assumptions, unfamiliar academic conventions, multiple clause questions. |
| AN | Advance notice of changes | Student will need advance notice of changes to teaching delivery (e.g. timetabling changes such as venue or time of session) or changes to personnel. |
| AQ | Avoid unexpected questioning | Academic staff may need to avoid ‘on the spot’ questions due to differences in information processing, or due to heightened anxiety – please discuss this with the student. Student should not be under pressure to contribute to teaching sessions when experiencing heightened anxiety. |
| AT | Student uses assistive tech | Student uses assistive technology or software to access their studies. This may include devices such as a digital voice recorder or pen reader, or specialist software such as a screen reader, voice dictation software, magnification software, note-taking software or literacy software. Student is likely to require electronic documentation in order to use software effectively. Student should have permission to use their assistive technology in teaching sessions and to check compatibility. |
| CC | Captioning required | Student will require captioning of any online teaching, for teaching which is recorded and for any videos used in face to face teaching. This may include auto-captioning, or human captioning, and the School should agree this with the student in advance. |
| CF | Cystic Fibrosis | Student has cystic fibrosis and must avoid other people who also have cystic fibrosis in order to minimise risk of cross-infection. Please refer to the Cystic Fibrosis Protocol. |
| CI | Check contextual information | Additional important information about this student is available and should be read by staff teaching or supporting them. This information may be held on the student’s Support Summary Sheet. Discuss with the School Disability Contact or with Disability Services. |
| CP | Care Plan in place | Student has a Care or Action Plan in place giving instructions in the event of a medical emergency, such as an epileptic seizure or an episode of diabetic hypoglycaemia. |
| DR | Directed reading lists | Student requires reading lists which are clearly formatted to indicate Essential, Recommended and Background Reading resources. |
| FA | Attendance flexibility | Student will require consideration of flexibility around attendance requirements where attendance is affected as a direct result of the student’s disability. The School should discuss with the student issues relating to attendance, particularly around core competence standards and processes the student must follow. |
| FT | Fieldwork adjustments | Student may require adjustments to fieldwork, and this should be taken into consideration with sufficient notice to discuss appropriate adjustments with the student and Disability Services. |
| FS | Submission flexibility | The School must review the student’s assessment schedule each semester to ensure it is clear and realistic, adjust the schedule as required and communicate this to the student. The School should also make adjustments to the submission methods where required, in discussion with the student. |
| GW | Group work adjustments | Student may require adjustments to group work, and this should be taken into consideration with sufficient advance notice to discuss appropriate adjustments with the student and Disability Services, where required. Adjustments may include agreed ground rules and expectations; assigning group members and roles where necessary; monitoring progress more closely to intervene when required. |
| KC | List of Key Contacts required | Student would benefit from a list of Key Contacts within the School in order to identify which staff members to approach about particular issues or concerns. |
| LA | Lab/practical adjustments | Student may require adjustments to laboratory-based or practical work, and this should be taken into consideration with sufficient advance notice to discuss appropriate adjustments with the student and Disability Services, where required. |
| LC | Access to Lecture Capture | Using Lecture Capture resources is likely to be a major strategy for this student in managing their studies. Where this is not used, the School must identify a suitable alternative (see the [AVR Policy](https://www.leeds.ac.uk/secretariat/documents/avr_guidance.pdf) for further information). Where sessions are audio recorded, it is helpful to repeat student questions for the microphone, and to give spoken cues as to which slide or visual aid is under discussion. |
| LJ | Permission to leave/rejoin | The student should be allowed to leave and rejoin classes without attention being drawn to them. |
| LM | Lecture materials in advance | Student will require teaching materials to be made available via the VLE at least 24 hours in advance. Students accessing support from the Transcription Service may need access to materials at least 7 days in advance. |
| LP | Student lipreads | The student uses lipreading for communication. Follow [best practice guidance](https://equality.leeds.ac.uk/support-and-resources/disability-2/deaf-awareness/support-for-deaf-and-hard-of-hearing-students/), including: ensure you face the student and speak clearly but with normal rhythm and intonation. Do not cover your face or mouth (e.g. with your hand). Ensure your face is well lit. Discuss lipreading requirements with the student and be particularly sensitive to the issue of face coverings and the impact this has on communication. During online teaching, ensure speaker videos are on and non-speakers mics are muted to reduce interference from background noise. |
| MC | Feedback Consideration | When providing assessment feedback, markers should recognise that there may be a disability-related impact on written English and therefore deliver feedback sensitively and constructively. You can find out more about this in the [Policy on the Assessment of Written English](https://ses.leeds.ac.uk/info/20600/assessment_and_exams/1264/inclusive_marking_and_feedback.), which includes a link to guidance on giving feedback on the work of disabled students. |
| MS | Permission to move/stretch | Student may need to move around or stretch during teaching sessions. |
| MT | May have Specialist Mentor | The student may be working with a Specialist Mentor who will support the student during their studies. Mentors may need access to the VLE and they may need to communicate directly with the School. Access to Mentoring is subject to funding application and approval. Please ask the student to confirm if they are accessing this support. |
| OP | Oral presentation adjustments | Student may be at a disadvantage when presenting in front of a large group. Please discuss with the student possible adjustments, for example: presenting to a smaller group, or to familiar people, or on a one to one basis. If this is not suitable, alternative assessment methods could be considered. |
| PL | Placement adjustments | Student may require adjustments to placements, and this should be taken into consideration with sufficient advance notice to discuss appropriate adjustments with the student and Disability Services, where required. |
| RC | Permission to Record | All students registered with Disability Services are given permission to record taught sessions, subject to the student’s agreement to the [University policy](https://www.leeds.ac.uk/secretariat/documents/avr_guidance.pdf). Lecture Capture remains the preferred option for the majority of students. Some students may need to use both Lecture Capture and personal recordings. **Please be sensitive to the fact that making personal recordings may draw unwanted attention to a student’s disability.** |
| SP | Support Worker may be present | Student may be working with a Support Worker, such as a Note-taker, Personal Assistant, or British Sign Language Interpreter who may be present in teaching sessions. |
| ST | May have Study Skills Tutor | The student may be working with a1-1 Specialist Study Skills Support Tutorwho will support the student during their studies. Access to this support is subject to funding application and approval. Please ask the student to confirm if they are accessing this support. |
| TT | Timetabling/access adjustment | The student may have access requirements which need to be considered when timetabling activities, or when moving activities. Please speak with your School timetabling staff for further information. |
| WI | Written instructions | Student will require key instructions to be given in written format as well as verbally. This can be done via email. |