

# Disabled Students' Allowance (DSA) Needs Assessment Guidance

## Summary

Supporting disabled students to access and succeed in Higher Education (HE) remains a priority for government. The purpose of DSA-funded support is to enable disabled students to demonstrate their academic ability as well as enabling their independence. Students who are eligible for DSA can access a range of support to enable them to access their studies.

All students who are eligible for DSA are expected to attend a Study Needs Assessment (SNA) interview, where the student discusses with their Needs Assessor (NA) the type and level of support required. The report produced as a result of the Needs Assessment – the Needs Assessment Report (NAR) - is the basis of any DSA support provided. When completed and agreed the NAR is sent, along with any required quotes for goods or services recommended, to the Student Loans Company (SLC) for approval.

This document provides guidance for Needs Assessors on conducting SNA interviews and sets out the Department for Education's (DfE) expectations for the standards that Needs Assessment Centres (NACs) should meet. The Department monitors these standards in collaboration with SLC and may carry out unannounced telephone calls and / or visits to Centres at any time.

Please note this guidance applies only to students who are funded by Student Finance England (SFE) Further information on Assessment Centres can be found at [Exchange blog - SFE, Practitioners \(slc.co.uk\)](#)

## Introduction

### The role of the Needs Assessor

When undertaking a SNA, the role of the DSA study NA is to:

- consider the nature of the student's disability.
- consider the learning environment of the student.
- consider the impact of the student's disability on their ability to undertake their course.
- analyse the student's previous educational experience and the effectiveness of any strategies.
- identify appropriate solutions to enable barriers to be overcome.
- explain to the student that support may also be available from their Higher Education Provider (HEP) and encourage the student to discuss their additional needs with the disability adviser at the HEP.

Needs Assessors may also need to explain to students the DSA system and how they can obtain any support identified.

### The purpose of the Needs Assessment

Through discussions with the student and using the information and/or medical evidence provided by their GP, consultant etc (and information in any specialist diagnostic assessment report, statement, etc. where appropriate), the NA should identify what type of support is essential to enable the student to undertake their chosen course. You should

note that NAs make recommendations; they do not make final decisions on entitlement to recommended DSA support.

A NAR should be readable as a standalone document which clearly demonstrates:

- the impact of the student’s condition on their ability to undertake their course.
- an understanding of the requirements and demands of the student’s chosen course at their preferred HEP.
- an understanding of the teaching practices for the student’s chosen course at their preferred HEP.
- an analysis of all the support strategies available to the student.
- a clear decision-making process for the support strategies ultimately recommended.
- a commitment to the provision of cost-effective solutions for each student within the parameters of DSA funding as set out by DfE.

NAs should set out clearly in the NAR what recommendations they are making for DSA-funded support, and these will require clear and robust evidence-based justification. Any requirements for Assistive Technology or other equipment should be similarly evidence-based. Any Non-Medical Help (NMH) support recommended can only be delivered by suppliers qualified to provide the type of support recommended and who have the requisite capacity to provide the support.

Assessors should note that DSA support can only be recommended for support directly linked to accessing the teaching and learning provided by the student’s HEP.

If the NA identifies a need for a type of support that is likely to be the primary responsibility of the HEP, or which falls outside the scope of DSA funding, these should be noted throughout the NAR and a summary provided which the student can share with their HEP for consideration. However, the NA should not state **how** that support identified should be delivered – that is for the HEP to determine taking into account the individual needs of the student.

DSA study NAs must not advise the student to purchase equipment or services on the assumption that funding through DSA will be made available. Students should only engage services or purchase items once they are in receipt of their entitlement letter (known as the DSA2), which the student will be sent by SFE.

### **The Assessment Centre**

A number of NA providers operate a system where there is a “main centre” plus a number of “outreach centres” which are managed administratively by the main centre. Both main centres and outreach centres should operate under the same standards and so the term “Assessment Centre” in this guidance refers to both.

#### Access and facilities

1	Accessibility of Venue	The building should be accessible to all students, including those with physical and sensory impairments.
2	Accessible toilet facilities.	All NACs should have at least one toilet that is accessible for disabled people. The toilet must be compliant with Building Regulations and Health and Safety requirements.

3	Assessment Centre reception	All NACs should have a reception/waiting area with seating. A member of staff or the NA should be present to greet the student.
4	Assessment room requirements	<p>Assessments should take place in a confidential and appropriate environment suitable for the needs of the individual student.</p> <p>Equipment relevant to supporting the student's specific needs should be available during the interview, for example:</p> <ul style="list-style-type: none"> <li>• Adjustable and task lighting</li> <li>• Adjustable desk and chair</li> <li>• Computer or laptop for demonstration/student trial of software</li> </ul> <p>The room should also be equipped with an alert method (e.g. panic alarm/button on phone).</p>
5	Equipment Requirements	All NACs should have a range of equipment available to demonstrate to DSA-eligible students. A full list of essential equipment is listed at Annex 2.

### Management of the Assessment Centre

6	Maintaining a Register of Interest (ROI) for the organisation and employees	Guidance on Conflicts of Interest with regard to DSA is available at: <a href="#">final-conflicts-of-interest-guidance october-2021.pdf (slc.co.uk)</a>
7	Fees for Needs Assessments - Single Fee and Assessment reviews	Guidance on this topic is available at <a href="https://www.practitioners.slc.co.uk/media/1879/2122-dsa-guidance.pdf">https://www.practitioners.slc.co.uk/media/1879/2122-dsa-guidance.pdf</a> - see Annex C.
8	Missed/cancelled assessment appointments	NACs should adhere to the cancellation policy available at <a href="https://www.practitioners.slc.co.uk/media/1879/2122-dsa-guidance.pdf">https://www.practitioners.slc.co.uk/media/1879/2122-dsa-guidance.pdf</a> - see Section 4.13.
9	Health and Safety policies and procedures	NACs should have relevant Health and Safety policy and procedures in place.  Information on Health and Safety is available at: <a href="http://www.hse.gov.uk/legislation/hswa.htm">http://www.hse.gov.uk/legislation/hswa.htm</a>
10	Data Protection	NACs should comply with relevant data protection regulations, including the General Data Protection Regulation (GDPR).

11	Insurance	<p>All NACs should have £5m public liability insurance, £5m employer's liability insurance, and £1m professional indemnity insurance.</p> <p>Note: For NACs operating outreach services, the main centre is responsible for ensuring that relevant insurance cover (i.e. as above) includes outreach venues and staff.</p>
12	Safeguarding and Basic Disclosure Check	<p>Centre managers should ensure that appropriate safeguarding policies and procedures including Lone Working are in place and followed by all centre staff.</p> <p>DfE recommend as a matter of good practice that all staff who work on a one-to-one basis with students have a basic DBS check carried out at least every three years</p>
13	First Registration of a new Assessment Centre	<p>For new NACs, a registration form should be submitted to the Department for Education. The application pack can be obtained by emailing <a href="mailto:disabled.studentallowances@education.gov.uk">disabled.studentallowances@education.gov.uk</a></p> <p>Note: Centres must not assess students at the centre until the registration process has been completed in full.</p>
14	Registration of new Outreach Service	<p>For new Outreach Centres the main registered centre must submit a registration form to the Department for Education. The Outreach Centre application pack can be obtained by emailing <a href="mailto:disabled.studentallowances@education.gov.uk">disabled.studentallowances@education.gov.uk</a></p> <p>Note: Centres must not assess students at the centre until the registration process has been completed in full.</p>

## The Assessment process

### Appointments and pre-meeting work

15	The Assessment Centre website	<p>The NAC should have an accessible website.</p> <p>The website should conform, as a minimum, to the W3C Web Content Accessibility Guidelines (WCAG 2.0) (<a href="http://www.w3.org/WAI/intro/wcag.php">http://www.w3.org/WAI/intro/wcag.php</a>). Further guidance can be found at: <a href="https://www.gov.uk/service-manual/design">https://www.gov.uk/service-manual/design</a></p> <p>It should be made clear to students that they are viewing a NAC's website, and that it is not sponsored or endorsed by SFE/SLC/DfE or by a Government department or Arm's Length Body.</p> <p>Similarly, being listed as a NAC for DSA-funded support is <b>not</b> an accreditation, and you should not advertise yourself as having been accredited by DfE, SLC or Student Finance England.</p>
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		<p>If NACs wish to refer to DSA-QAG accreditation on their website, they should make it clear that DSA-QAG closed in December 2019 and that any accreditation previously received through DSA-QAG is no longer current.</p>
16	Mode of assessment	<p>NACs should offer the student a choice of a face-to-face assessment or a remote assessment (e.g. via video call). Further details of DfE's policy on this can be found at: <a href="#">update-on-arrangements-for-remote-support_ssin_december-2021_final.pdf (slc.co.uk)</a></p> <p>Remote assessments should generally be carried out via video call. Telephone assessments can be used where video calls are impracticable (e.g. if a student does not have an internet connection or an appropriate device for a video call), but video call should be the default for remote assessments.</p> <p>Assessments should not be carried out over email. If exceptional circumstances arise where the NA feels that this is necessary, the NA should contact SLC for prior approval.</p>
17	Appointment for the assessment	<p>NACs should respond to requests from students for a SNA as soon as possible, and generally within one working day, providing the student has provided sufficient disability-related information to enable the centre to do so, and has confirmed that authorisation from SLC to book their Needs Assessment is in place (i.e. the student has a DSA1 letter).</p>
18	Confirmation of appointment	<p>The NAC should write to the student confirming the appointment (by letter or email) and requesting copies of the student's DSA1 letter, as well as their medical/diagnostic evidence.</p> <p>It will help the student to know that their SNA can only be completed once all relevant and appropriate documentary evidence e.g. diagnostic/medical evidence has been received by the NAC.</p>
19	Pre-assessment DSA1 and Diagnostic/Medical Evidence review	<p>Assessors should review the student's DSA1 along with any preliminary information and diagnostic/medical evidence in advance of the student's assessment. Relevant information can be recorded in the NAR.</p> <p>The appointment should be rearranged if the assessor has not received the DSA1 or diagnostic/medical evidence from the student.</p>
20	Pre-assessment information for the student	<p>Prior to the student's assessment, the NAC must provide the student with clear directions to the assessment venue in the student's preferred format (or, for remote assessments, clear information on how to access the video call, etc.).</p>

		<p>The student should be given information outlining the needs assessment process and what to expect during, and after, their assessment.</p> <p>The NAC should ask the student in advance of the meeting if they have any special requirements. This may include parking, access requirements or adaptations to the interview environment.</p> <p>Where required, the Assessor must ensure that appropriate communication support has been arranged (e.g. a BSL interpreter). This should be arranged by the NAC at the time of booking the student's appointment.</p>
21	Timescales for the Needs Assessment Interview	The SNA interview should take place within a maximum of 15 working days from the student's first point of contact unless a later appointment is requested by the student.

### The Assessment Interview

22	Assessor's skills and experience	NAs should possess the knowledge, skills, and experience to assess students appropriately, including areas of specialism such as dyslexia, visual impairment, and hearing impairment. A NAC must be able to provide a suitably experienced assessor to cover any disabilities that might be presented by the student.
23	Assessor's pre-assessment research	<p>The NA should have sufficient disability related knowledge to discuss with the student the points at (25) below.</p> <p>The NA must have received and reviewed the student's DSA1 and diagnostic/medical evidence prior to the assessment.</p>
24	Student arrival and introduction	The NA should check the student's personal details and their disability/disabilities, and give a clear explanation of the assessment and funding processes.
25	Conducting the Assessment	<p>When conducting the assessment interview, the NA should discuss the student's disability, experience of any support received to date, as well as their proposed (or actual) course details and mode of study. The NA should conduct a structured, student focused assessment throughout.</p> <p>For example, this should include:</p> <ul style="list-style-type: none"> <li>• the student's declared disability or specific learning difficulty and how this affects their study.</li> <li>• previous DSA or other assessments of their disability</li> <li>• equipment (adapted or standard) owned by the student and utilised by the student because of their disability</li> </ul>

		<ul style="list-style-type: none"> <li>• assistive technology utilised by the student</li> <li>• any support utilised in previous study</li> <li>• relevant help available through their HEP</li> <li>• whether the student is in receipt of Disability Living Allowance (DLA) or Personal Independence Payment (PIP) and has a Motability Car</li> </ul> <p>Note: This list is not exhaustive and should be read in conjunction with the Needs Assessment Report template requirements available at <a href="https://www.practitioners.slc.co.uk/exchange-blog/2019/november/guidance-for-assessment-centres/">https://www.practitioners.slc.co.uk/exchange-blog/2019/november/guidance-for-assessment-centres/</a></p>
26	Assessing students with multiple conditions and/or additional conditions	<p>SNAs should only be carried out where centres have had sight of a student's DSA1 letter, which will outline the condition(s) that have been authorised by SFE as being eligible for DSA.</p> <p>There may be cases where a student presents evidence of a condition which does not appear on their DSA1 letter.</p> <p>In these instances, these conditions can be assessed by the NA; however, it must be clearly recorded within the report which recommendations are in relation to which condition.</p> <p>Any additional medical evidence concerning the additional conditions should be submitted to SFE along with the NAR for consideration.</p>
27	Demonstrating and trialling equipment	<p>Equipment relevant to supporting the student's needs should be available during the interview.</p> <p>At face to face interviews any relevant equipment and software should be demonstrated by the NA and, where appropriate, trialled by the student.</p> <p>During a remote assessment where demonstrating or trialling equipment or software is required, the NA should discuss options with the student. This may include following up the remote assessment with a short face to face demonstration or providing access to an online demonstration. The student's preference for a demonstration should be paramount.</p>
28	Student information – delivery and training	<p>During the assessment, the NA should discuss with the student their preferred equipment delivery options and select the appropriate option from SLC's e-quote system.</p> <p>The NA should also clearly explain the student's training options. The student can have either on-site or remote training. Training may be arranged on the same date and must follow delivery and installation. Training sessions can be conducted on separate days should the student require this.</p>

		<p>AT training is an NMH role. All quotes for NMH support should be obtained from a DfE listed NMH provider (link below).</p> <p><a href="https://www.practitioners.slc.co.uk/exchange-blog/2020/september/10092020-guidance-for-nmh-suppliers/">https://www.practitioners.slc.co.uk/exchange-blog/2020/september/10092020-guidance-for-nmh-suppliers/</a></p>
29	Summarising the meeting and informing of next steps	<p>At the end of the interview the NA should summarise the meeting. In particular, the NA should:</p> <ul style="list-style-type: none"> <li>• remain student focused and allow for student questions.</li> <li>• make clear the key recommendations from the meeting and why they have been made.</li> <li>• ask the student if they require a draft or final report. advising that the SNA has been completed and no follow up is required from them.</li> <li>• advise the student that the draft or final report will be issued within a maximum of 10 working days.</li> <li>• offer the student a draft copy of their NAR prior to the report being sent to SFE.</li> <li>• if the student requests a draft copy, send this to the student within 10 working days from the date of the assessment interview.</li> <li>• explain that the student has 5 working days to comment on the draft copy. In the absence of student comment within 5 working days the NAR will be submitted to SFE.</li> <li>• ensure that a record that the assessment has taken place, and whether the student wishes to see a copy of their NAR prior to submission to SLC, has been signed by the NA and student. A copy should be sent to the student. A suggested template is at Annex 1.</li> </ul>

### The post assessment stage

30	Needs Assessment Report	<p>The NAR must be produced on the NAR template and in line with the NAR guidance available on the SLC website: <a href="https://www.practitioners.slc.co.uk/exchange-blog/2019/november/guidance-for-assessment-centres/">https://www.practitioners.slc.co.uk/exchange-blog/2019/november/guidance-for-assessment-centres/</a></p> <p>The number of quotations required for the NAR are:</p> <ul style="list-style-type: none"> <li>• 2 quotations for Non-Medical Help provision</li> <li>• 1 quote for ergonomic/specialist equipment</li> </ul> <p>Unacceptable NARs which do not conform to any of the above will be pended and returned by SFE for revision.</p>
31	Quotations for equipment, assistive technology, and ergonomic equipment	<p>The NA should enter any recommendations for assistive technology into SLC's e-quote system. There is therefore no need for NAs to provide quotations in the NAR for assistive technology because these will be generated by SLC from the NA's entry in the e-quote system.</p>



		<p>Any laptop or PC recommendations must adhere to the existing specification formats, which are available at:</p> <p><a href="https://www.practitioners.slc.co.uk/exchange-blog/2019/november/guidance-for-assessment-centres/">https://www.practitioners.slc.co.uk/exchange-blog/2019/november/guidance-for-assessment-centres/</a></p>
32	Quotations for Non-Medical Help Support (NMH)	<p>There are various categories of NMH support available to students</p> <p><a href="https://www.practitioners.slc.co.uk/media/1879/2122-dsa-guidance.pdf">https://www.practitioners.slc.co.uk/media/1879/2122-dsa-guidance.pdf</a> (see Section 4).</p> <p>All quotes for NMH support should be obtained from a DfE listed NMH provider (link below).</p> <p><a href="https://www.practitioners.slc.co.uk/exchange-blog/2020/september/10092020-guidance-for-nmh-suppliers/">https://www.practitioners.slc.co.uk/exchange-blog/2020/september/10092020-guidance-for-nmh-suppliers/</a></p>
33	Quotations for Travel	<p>The travel allowance may be used to pay the reasonable additional costs of travel to and from the HEP which are incurred because of a disability.</p> <p><a href="https://www.practitioners.slc.co.uk/media/1879/2122-dsa-guidance.pdf">https://www.practitioners.slc.co.uk/media/1879/2122-dsa-guidance.pdf</a> (see Section 6).</p>
34	Issuing the Final report	<p>The NAC should ensure that the final NAR is sent to SLC by PGP encrypted email (via secure internet) to <a href="mailto:needs_assessment_reports@slc.co.uk">needs_assessment_reports@slc.co.uk</a> . The final NAR should also be issued to the student at their preferred contact email.</p> <p>Final reports must be dispatched:</p> <p>a) within 10 working days from the date of assessment b) or within 15 working days from the date of assessment for a student who requests a draft copy report prior to submission to SFE.</p> <p>Note 1: Do not password protect emails to SLC on NARs. All other email communication containing personal information must be secure and marked confidential. The NAC may request the NA carries out this action, but ultimate accountability lies with the NAC. Attachments to email communications to the student, or to their disability advisor where this is agreed to, must be locked (for example sent as a PDF file) and password protected. Any password must be sent by separate email.</p> <p>Note 2: The NAC should ensure that where an amendment is raised by the student, updates are completed by the NA, as required. The report must still be submitted to SFE within the maximum 15 working days window from the date of assessment.</p>

We hope this information is helpful.

Disabled Students' Allowances Team,  
Higher & Further Education,  
Department for Education,  
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Great Smith Street,  
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**Annexes below.**

**Annex 1:****Record of Needs Assessment Interview and Student Consent Form**

**If necessary this form may be signed by electronic signature by sending it to the student's email address**

Student Name:	
Interview Date:	
Location:	
Start Time:	
End Time:	
Duration of interview assessment:	
Nature of Disability:	

**Part 1:**

1. If you would prefer to see a copy of your report before it is sent to Student Finance England, please tick the box:

- I understand that I must respond within 5 days of the report being sent to me.
- I understand that requesting a copy of my report will add approximately 5 days to the waiting time before I receive my authorisation letter from Student Finance England.
- I understand that if I tick the above box but do not respond within 5 working days, the report will then be sent to Student Finance England.

2. The recommendations in this report are provisional and Student Finance England will make their final decision in due course.

3. You will receive a letter from Student Finance England once they have reviewed the recommendations advising you of the support agreed.

4. You must not purchase or arrange any of the recommended items, equipment, or support until you have received your authorisation letter from Student Finance England.

5. The disability officer at your institution can help to put support for your study in place if they have a copy of your report. We cannot send them a copy without your consent (i.e. your agreement)

If you consent to a copy of your report being sent to your disability advisor, please tick the box:

**Part 2:**

<b>To be completed by the student:</b>	
Student Signature:	
Date:	
Assessment Start Time	
Assessment Finish Time:	
<b>To be completed by the assessor:</b>	
Assessor Name:	
Assessor Signature:	
Date:	

**Annex 2**

Essential Equipment Requirements for Assessment Centres

<b>Standard Hardware</b>	<b>Specific Detail</b>
<b>Desktop Computers</b> Minimum spec must be at least equivalent to WKH / CLASSIC spec of up to 2 years ago (from Computer Specification Matrix). Machine must have installed an operating system and version of Microsoft Office that are current or previous versions installed within 6 months of release.	PC (windows based)
	Apple Mac (mac based)
<b>Portable Computers</b> Minimum spec must be at least equivalent to WKH / CLASSIC spec of up to 2 years ago (from Computer Specification Matrix). Machine must have installed an operating system and version of Microsoft Office that are current or previous versions installed within 6 months of release.	Laptop (windows based)
	Apple MacBook (mac based)
Computer Specification Matrix can be found at:	<a href="https://www.practitioners.slc.co.uk/exchange-blog/2019/november/guidance-for-assessment-centres/">https://www.practitioners.slc.co.uk/exchange-blog/2019/november/guidance-for-assessment-centres/</a>

<b>TFT Monitors</b> Currently 19" (May 2014) May be increased by agreement if industry standard increases.	Base monitor size from Desktop Group Selection Matrix
	Larger alternatives Plus 3" over base monitor size above.

<b>Scanner</b> Book edge and compatible with current centre software and hardware on both PC and Apple.	Flatbed Scanner
<b>Recording Devices</b>	Recording devices Digital Voice Recorder(s) A minimum of 2 different currently available models should be on hand, with defined feature / application differences.
	External Microphone(s) A min of 2 different models should be on hand, with feature & application differences.
	Adaptors A minimum of 1 microphone adaptor cables to use with iOS and android equipment
	Memory Pen(s) Electronic device which enables the user to take notes and then connect to a computer to

	have the handwriting transcribed into an electronic format (such as Digiscribe and LiveScribe etc.)
<b>Keyboards</b>	Generic (PC) Standard keyboard generally supplied with a computer
	Mac Apple Mac keyboard
	Ergonomic Standard keyboards with specific ergonomic designs, such as those that have the keyboard split or/can be split. At least <b>3</b> different models to be available.
	Mini keyboard with a QWERTY key layout
	High contrast keyboard Generic or mini keyboard that has larger letters/numbers, and/or contrasting coloured keys
<b>Pointing devices:</b> Range of suitable computer mice, minimum three examples (Centres can choose to stock other types/sizes as appropriate) Should be currently available models. Mice (min 3)	1 x Standard mouse
	1 x Upright mouse
	1 x Left-handed
<b>Pointing devices: Trackball</b>	An input device that functions like an upside-down mouse, consisting of a stationary casing containing a moveable ball that is operated by hand – should include dual handed or both left and right-handed examples.
<b>Personal Study Support Device</b>	Portable devices for supporting study strategies. Minimum 2.
<b>Loop/ communication devices</b>	Personal Listening Device(s) /Radio Aid(s)/ Assisted Listening Devices Minimum of 2 Systems. Examples include fmGenie, Contego, Conversor, Clipboard InfoLoop induction loop, Roger Pen etc.
	Accessories: neck loops and headsets Compatible with the base systems above.
<b>CCTV/Video magnifier</b>  Note: Desktop and Laptop compatible CCTV can be the same device so long as the laptop version can be demonstrated to meet the requirements of a desktop device, for	Desktop video magnifiers are electronic devices that use a camera, LCD screen, lenses and/or digital magnification to assist visually impaired people access printed material. They may be stand-alone or

<p>example there is an X-Y table. Portable devices must be small screen independent portable devices with an LCD screen which can operate without the requirement to plug in to a continuous power source, lightweight and compact to allow the user to carry the device. A laptop device is a device which attaches to a laptop computer to give near and far magnification.</p>	<p>connected to a computer displaying an image through the monitor.</p>
	<p>Portable video Magnifiers, as above, but light weight and portable, enabling the user to carry the device.</p>
	<p>Laptop compatible video magnifier that enables the user to magnify distance or close material usually links with an external monitor or laptop.</p>

Equipment - miscellaneous	Specific Detail
<b>Key guards</b>	For standard QWERTY keyboards
<b>Coloured overlays</b>	
<b>Armrest(s)</b>	Minimum 2 [separate from chairs] E.g. Ergorest.
<b>Backrest(s) / Lumber Support</b>	Minimum 2
<b>Footrests</b>	Static Adjustable height
<b>Wrist rest(s)</b>	Keyboard and mouse wrist rests.
<b>Adjustable height desk/table</b>	Easily adjustable -Detachable winding handle supplied with table is acceptable.  For demonstration purposes and to enable clients to sit at a suitable height table/desk/workstation for equipment and software trials / demonstrations
<b>Ergonomic Laptop stand</b>	Laptop stands to enable the user to raise the screen to a range of heights and attach a separate keyboard and mouse. This provides an environment similar to that of a desktop, minimising User pain and increasing productivity. Many fold almost flat for ease of carrying
<b>Laptop tray</b>	A portable work surface for use in lectures, when travelling or other situations when working away from a desk. Should also be suitable as a portable writing surface.
<b>Monitor risers</b>	Monitor risers allow the monitor to be raised from the desktop, enabling a better ergonomic position for the user.
<b>Book/copyholder etc</b>	Book holder Writing slope Copyholder

<b>Ergonomic Seating</b>	Access to a range of ergonomic seating. Ergonomic chairs should have adjustable arm rests, adjustable seat depth, pelvic support, or adjustable lumbar support. If fitted with a head rest, it should be independently adjustable for height and depth.
<b>Task Lighting</b>	Angle poise CFL or LED lamp

### Web Based and phone/tablet based Assistive Technology

Requirement: Assessment centres will demonstrate access to a range of accessibility Apps, marked (A) in the list below or web-based resources, marked (W). The examples provided are for guidance only.

App/Web Category	Examples of - App / Web based
<b>Screen reading / text to speech</b>	e.g. Web Reader(A), SpeakIt!(A)
<b>Scanning &amp; file conversion/OCR</b>	CamScanner(A)
<b>Image/text viewing &amp; magnification</b>	Eye Reader(A),
<b>Voice recognition and control</b>	SIRI(A)
<b>Electronic Books and Audio Books</b>	Kindle Reader(A), Gutenberg Library, Audiobooks Premium(A), Blio(A), bookshare.org(W),
<b>Mind mapping</b>	

Software Category	Specific Detail
<b>Mind mapping / concept mapping</b>	<b>Minimum of 2 different software applications per platform.</b> Examples include Inspiration, Mind Manager, MindView etc.
<b>Text to Speech</b>	<b>Minimum of 2 different software applications per platform.</b> Examples include Read & Write, ClaroRead, WordQ SpeakQ 4 (Pro / Medical/ Legal), WordQ SpeakQ 4 + ABBYY Finereader etc.
<b>Screen Magnification</b>	<b>Minimum of 2 different software applications.</b> Examples include Lunar Screen Magnifier, ZoomText Magnifier etc.
<b>Screen Reading</b>	<b>Minimum of 2 different software applications.</b> Examples include Jaws, Supernova Reader Magnifier etc.
<b>Optical Character Recognition</b>	<b>Minimum of 2 different software applications per platform.</b> The examples found in Claro & R&W are adequate. Additional examples include Abby Fine Reader, OmniPage, K1000 etc.
<b>Speech Recognition</b>	<b>Minimum of 1 per operating system.</b> Examples include Dragon NaturallySpeaking, Dragon Dictate, WordQ SpeakQ 4 (Pro/Medical/Legal), WordQ SpeakQ 4 + ABBYY Finereader

<b>Recording Management Software</b>	<b>Minimum of 2 different software applications per platform.</b> Examples include Audio Notetaker, Audio Notebook.
<b>Typing Tutors</b>	<b>Minimum of 1 per operating system.</b> Examples include Mavis Beacon, Ten Thumbs, FiveFinger Typist
<b>Spell checkers and dictionaries</b>	<b>Minimum of 2 different software applications per platform.</b> Examples include Global AutoCorrect, Spellelementary, WordQ SpeakQ 4 (Pro/Medical/Legal), WordQ SpeakQ 4 + ABBYY Finereader.

Notes: Required software listed is in addition to standard software e.g. MS Windows/Office. Software versions used for demonstration during a need's assessment should be the same as the software that is recommended; if a new version has recently been introduced then the previous version is acceptable.



**Version history**

V0.1	October 2020	Initial version prepared for practitioner webpage
V0.2	February 2022	Updates made to V0.1, including: <ul style="list-style-type: none"><li>• Links updated where necessary to the latest versions of documents or webpages</li><li>• Information on mode of needs assessments updated to reflect DfE's latest policy on offering remote or face-to-face needs assessments, at the student's choice.</li><li>• Information on quoting for assistive technology updated to reflect the implementation of SLC's e-quote system.</li></ul>