



Guide to Student Support

Contents

Introduction	3
Culture and Structure of Support.....	3
Inclusivity, Equality & Diversity Strategy	3
Students with Diverse and Complex Needs	4
Introduction	4
The Autistic Spectrum	4
Mental Health Conditions including Eating Disorders	4
Physical and Mobility Difficulties	7
Specific Learning Differences/Difficulties (SpLDs)	8
Support for Students with Diverse and Complex Needs.....	8
Introduction	8
Support Through Studies Policy	9
Disabled Students' Allowances (DSAs).....	9
Other Support for SpLDs	11
Counselling, Mental Health and Wellbeing Services.....	11
Personal Support Plans and Agreements.....	11
Inclusive Teaching, Reasonable Adjustments and Alternative Assessment	11
Inclusive Assessment	11
Alternative Assessment	12
Roles and Responsibilities:	13
Care leavers and Estranged Students.....	13
Financial help	14
Additional Financial Help	14
Student Life and Wellbeing.....	14
Introduction	14
Accommodation and Council Tax.....	15
Registering with a GP	15
Student Handbook	15
Complaints	15
Supporting Someone with their Mental Health.....	16

Introduction

This guide is designed for NSCD students and staff seeking guidance on student support.

The Guide to Student Support seeks to provide useful information regarding support that can be accessed and expected by NSCD students during their studies.

NSCD welcomes all students regardless of background, culture or identity. Applicants are judged solely through their talent and potential to develop the skills required for their chosen profession.

NSCD encourages all students to disclose any relevant support needs as they arise, to ensure that support is in place as efficiently as possible.

This guide sits alongside various additional strategies, policies and guidance including:

- Support Through Studies Policy;
- Equality and Diversity Policies and Protocols;
- Good Practice Guides to Inclusive Teaching;
- University Mental Health Charter;

all of which sit holistically under our Student Support Strategy. This guide also addresses matters relating to equality and diversity and seeks to ensure that NSCD meets and exceeds its obligations under the Equality Act 2010's Public Sector Equality Duty.

The Guide to Student Support is intended to be inclusive but will cover, in particular, specific support for:

- Students with Diverse and Complex Needs, including autism, mental health and wellbeing, physical and sensory disabilities, specific learning differences and neurodiversity
- Care experienced and estranged students
- Financial assistance and hardship
- Student Life and Wellbeing

Culture and Structure of Support

Inclusivity, Equality & Diversity Strategy

NSCD's approach to equality and diversity is intended to promote, nurture and embed positive and inclusive behaviours, to engender and maintain cultures within School in which all students can flourish, thrive and feel safe.

All students registered with NSCD are required to conduct themselves in a positive, inclusive, and professional manner at all times.

No student should be made to feel discriminated against, threatened or targeted due to gender, sexuality, race, ethnicity, disability, cultural or religious background or any other personal trait.

Allegations of such behaviour will be investigated under the Non-Academic Misconduct Policy for students, or the Complaints Policy should students feel that a member of NSCD staff is behaving in such a way.

Inclusivity Protocols

As part of the Equality and Diversity strategy, NSCD is developing a growing suite of Inclusivity Policies and Protocols that are designed to embed and support an inclusive environment for all NSCD staff, students and beyond. There are several sections to the Inclusivity Policy and Protocols which are being developed throughout 2022/23.

More information on our Equality and Diversity Strategy and Non-Academic Misconduct Policies can be found at: <https://www.nscd.ac.uk/policies-and-procedures/>

Students with Diverse and Complex Needs

Introduction

Students may live with certain conditions or experience certain circumstances which affect their work or study. NSCD is committed to ensuring that all students, regardless of personal circumstances, are able to fully participate, progress and succeed in their training.

The following will outline the various means of support available to students experiencing a Diverse/Complex need. While there are many conditions, experiences and events that may be defined as a Diverse/Complex Need, this guide will focus primarily on the following:

- The Autistic Spectrum
- Mental Health Conditions including Eating Disorders;
- Physical and Mobility Difficulties
- Neurodiversity

The Autistic Spectrum

Autism is a lifelong developmental condition that affects how a person communicates with and relates to other people and the world around them. Autism is a spectrum condition which means that it affects different people in different ways.

Potential Impact on Study of Autistic Spectrum Conditions

Each person will experience autistic spectrum conditions differently, however, some common ways that studies may be affected by autism are:

- Struggling to make friends, relate to others, or express and regulate emotions;
- Communicating ideas effectively or knowing when/how to assert opinions or ask questions during workshops, classes and groups, leading to frequent interruptions, talking over others, or silence;
-
- Experiencing difficulty with the use of metaphor, simile and sarcasm, and interpreting communication literally;
- Experiencing a co-occurring specific learning difference/difficulty.

Mental Health Conditions including Eating Disorders

'Mental health difficulty' is a broad term used to describe a continuum between 'relatively mild anxieties and frustration associated with everyday life, and severe problems affecting mood and the ability to think and communicate rationally'.¹

It is increasingly common to experience mental health difficulties or conditions which may be long-

term (have lasted or likely to last for a year or more) and may fluctuate. Many people get better without formal/medical intervention, but for some individuals the problems become longer lasting and pervasive. The diagnoses likely to be considered as a 'mental health condition' include anxiety, depression, bipolar affective disorder (formerly manic depression), schizophrenia, self-harming and eating disorders.

For many students, attending a higher education provider will be their first time living away from home, managing a budget, and making new friends in a very new environment. This can be invigorating but also stressful. This can affect students who have experienced mental health difficulties before, and also those experiencing them for the first time. NSCD is committed to supporting students with their mental health and wellbeing.

Potential Impact on Study of Mental Health Conditions

There are many ways in which issues with mental health may affect study. Below are some examples:

- Difficulty with notetaking during classes and working under timed conditions due to problems with focus, concentration, and/or memory;
- Challenges with starting academic work or being able to stop and move on to the next task because of problems with avoidance, time management, procrastination, motivation, perfectionism;
- Making decisions or communicating ideas clearly (verbally or in writing) – particularly around stressful points in the academic year (performance and assessment deadlines);
- Group work/discussion due to strained interpersonal dynamics or appearing withdrawn;
- Sensitivity to perceived criticism might make it difficult to receive or utilise constructive feedback.

¹(IRISS Project, Students and Mental Health Resource Pack, Rethink/NUS, 1995).

Spotting Mental Health Difficulties in Others

Those who are experiencing mental health difficulties may not always communicate directly. Below are some signs that someone may be struggling with their mental health:

- Disclosure- a person has told you that they have a problem.
- Changes in appearance – weight loss or gain, decline in personal hygiene, noticeable signs of self-harm.
- Changes in mood- lack of energy, mood swings, clearly unhappy, inability to concentrate.
- Evidence of increased use of drugs or alcohol.
- Changes in standard of and/or enthusiasm for work and performance.
- Changes in behaviour- taking unnecessary risks, being overly cautious or withdrawn.
- Concerns shared by others.

Spotting Signs of Eating Disorders

Those engaged with the performing arts can be particularly susceptible to eating disorders. In addition to the above, below are some signs that a person is experiencing an eating disorder:

- Significant weight loss and associated symptoms including hollow cheeks; dull lifeless hair; constant tiredness; feeling cold; frequent headaches.
- Significant weight gain
- Signs of bulimia or purging including poor breath and puffy cheeks despite a ‘healthy’ weight.
- Secrecy – particularly about clothing and mealtimes.
- Excessive exercise.

Supporting those who may be struggling with their Mental Health

There are many ways to support those who are experiencing mental health difficulties. Below is some best practice advice:

- Do not ignore the situation- nothing gets better without being addressed.
- Listen – sometimes, all that is needed is a sympathetic ear.
- Keep your boundaries and do not over-extend yourself – unless you are a specialist, you can support but cannot offer specialist advice.
- Support them in referring or, if appropriate, refer them to the relevant support.
- Maintain trust – if you think it is best to escalate, let the person know.

Please see **Appendices 1 and 2** for a flowchart to help you address concerns you may have about a student.

Dealing with Crisis

While it is rare, there may be instances where someone’s behaviour enters into crisis, suggesting that they are an immediate danger to themselves or others. Signs that someone is entering crisis include:

- Self-harm
- Persistent thoughts of suicide
- Persistent talk of suicide
- Displaying no sense of reality
- Exhibiting behaviour that is out of character
- Being confrontational or hysterical

Crisis situations are very rare and those experiencing them are very rarely a danger to others. It is important that those in crisis are treated respectfully and compassionately. It is imperative that those experiencing crisis are referred to whatever help they may need.

Please see **Appendix 3** for a flowchart of advice on how best to respond to a crisis situation.

Taking Care of Yourself

We all have mental health, and we may all experience difficulties with this at one point or another. You may find yourself struggling with your mental health for various reasons, including after supporting someone else through challenging circumstances.

As well as supporting others, we must be prepared to take time for ourselves. The following actions may help you to maintain your own wellbeing and mental health:

- Talk:
 - If you are a student, confide in family, friends or a member of the NSCD Student Support Team.
 - If you are a member of staff, arrange for a debrief as soon as possible with another member of staff – ensure that you talk to your line manager, or to an appropriate designated person within School (e.g.; an HR manager). Student Support staff should not necessarily be your first port of call for this action, as this is about maintaining your own wellbeing, not that of the student.
 - It is helpful if the debrief includes questions such as “How did you feel at the time?” and “How do you feel now?”
- Look after yourself:
 - Make time for you. Have a bath, go for a walk, and make sure you engage in activities that you enjoy. This will help to put some balance back in your life.
- Seek specialist support if you feel it will help:
 - Ask to speak to a healthcare professional. This is not a sign of weakness but a sensible step towards coping with stress. It is more common than you may think to sometimes require professional mental healthcare.

Physical and Mobility Difficulties

Students and staff with physical impairments may have difficulties with mobility, manual dexterity and speech. Some students or staff might use a wheelchair all or some of the time and might need support with personal care and assistance navigating between teaching, learning and other spaces. Some physical impairments are fluctuating whilst others remain constant, significantly impacting on a person’s ability to access study venues, materials and opportunities. NSCD is committed to taking an individual approach and discussing what is most optimal with each person. It should also be remembered that students and staff with physical impairments are likely to need a Personal Emergency Evacuation Plan (PEEP). If you feel this may apply to you, please speak to a Student Support Staff member.

Potential Impact on Study of Physical and Mobility Difficulties

Everyone’s experience is different, however, some common ways that physical and mobility difficulties may impact study are:

- Managing the distance between different learning activities;
- Carrying books, materials, laptops, a tray for food and drinks;
- Notetaking, typing and other areas of dexterity such as turning pages;
- Answering questions, joining in class discussions or (sometimes) presenting material orally;

- Completing multiple assessments in a limited time period and/or managing conflicting deadlines due to fatigue

Specific Learning Differences/Difficulties (SpLDs)

SpLD is an umbrella term which may also be referred to as 'neurodiversity'. SpLDs include the following diagnostic labels which are often co-occurring:

- **Dyslexia:** Students or staff with dyslexia may experience problems with processing information; memory, organisation and sequencing; and may mix up letters within words and words within sentences when reading. Staff or students with dyslexia may also find spelling to be problematic when writing.
- **Dyspraxia:** Also known as Developmental Coordination Disorder (DCD). Dyspraxia affects fine and/or gross motor coordination.
- **Dyscalculia:** Relates to difficulties understanding maths concepts and symbols.
- **Dysgraphia:** This can be defined as a 'disorder in written expression'. As such, dysgraphia is the condition of impaired writing by hand which can impact a student's ability to spell words in writing and speed of writing text.
- **Attention Deficit (Hyperactivity) Disorder - A.D.D / A.D.H.D:** This is a disorder which is characterised by difficulties such as staying focused and paying attention. Students are very easily distracted, lose track of what they are doing and struggle with listening skills.

An individual may have one of these conditions independently or they can co-exist as part of a wider profile. Neurodiversity can also co-exist with some autistic spectrum conditions.

Potential Impact on Study of Neurodiversity

Everybody will experience neurodiversity differently and few people are affected in exactly the same way, however, below are some common ways that study could be impacted:

- Difficulties working under time constraints - especially in assessments, teaching or workshop sessions - when trying simultaneously to write, read, listen and extract full meaning;
- Neurodiverse students or staff may find it harder to recognise errors in their own work when editing and proofreading, thus needing more time to finalise written work;
- Issues with reading and writing – neurodiverse individuals might have very strong verbal abilities, but struggle with extracting information from written material;
- There may be a significant discrepancy between the person's ability to discuss topics in teaching, workshops or other sessions and the quality of their written work including planning, structuring and sequencing ideas.

Support for Students with Diverse and Complex Needs

Introduction

NSCD is committed to supporting all its students and to tailoring this support to any specific needs they may have. The following will summarise support students can expect including:

- Support Through Studies Policy
- DSA support
- Dyslexia Support
- Counselling and Mental Health and Wellbeing Services
- Inclusive Teaching Protocols

- Learning Plans and Learning Agreements

Support Through Studies Policy

The Support Through Studies Policy refers to a student's ability to engage positively and fully with their programme of study and to fulfil the expectations of the training and course. It is part of a holistic approach to student support, encompassing informal discussions, Personal Support Plans, Learning Agreements and Reasonable Adjustments (see below) and more formal procedures.

The formal Support Through Studies procedures may be instigated to provide structured support to a student that can be tailored to the individual student's needs. The policy is designed to provide a framework within which NSCD can hold a dialogue with a student and agree, as far as possible, on what might reasonably be expected of the student and what the student might reasonably expect of NSCD. The policy has three stages under which a student may be formally referred, although the principles can be informally followed where appropriate. When the Support Through Studies policy is being used, even informally, the student should always be made aware of this.

If support and intervention is not effective, the Support Through Studies policy also permits registration to be suspended in some circumstances. This may be because of a very low BMI, which is known to impair a student's cognitive functioning and ability to study effectively. Equally, if a student's BMI is very high, this could pose a risk of injury and damage to joints. If BMI is outside of the band defined as 'healthy' by the NHS, then a student's physical and psychological health can be permanently damaged, hence the need to ensure focus on recovery and not study. School must consider safety in different settings (e.g. in studios) and the impact on other students and staff (such as serious stress and anxiety).

It is important to remember that the Support Through Studies Policy is intended to be a positive and supportive process rather than a punitive one. Below you can find more information about the informal measures in Support Through Studies that are embedded into student support.

More information regarding the Support Through Studies Policy can be found at:

<https://www.nscd.ac.uk/policies-and-procedures/>

Disabled Students' Allowances (DSAs)

Disabled Students' Allowances are granted to students with diagnosed disabilities to assist with any costs that a student might incur as a result of their disability including:

- Specialist equipment including computers
- Non-medical helpers such as readers, sign language interpreters or note-takers
- Personal support
- Travel costs

If a student has a Complex and Diverse Need or an on-going health condition, they may be eligible for DSAs. These allowances are not based on household income, but applicants must complete a needs assessment. This needs assessment defines the level of support an applicant will receive. Unlike the student loan, students do not have to repay any DSA grants but they are usually paid direct to the provider of the equipment or support service rather than to students themselves.

Applications are made through Student Finance England (SFE), Student Finance Wales (SFW), or Student Awards Agency for Scotland (SAAS).

Eligibility

Students are eligible for DSA if they can demonstrate that:

- They have been a resident in the United Kingdom for at least three years before the start of your course.
- They have been offered a place at, or are currently attending, a higher education provider in the UK.
- They have evidence of a disability or need. For students with SpLD this is often a report from an educational psychologist or similar professional. For other needs this will normally mean some form of medical evidence.
- They will be studying on a course that lasts at least a year.
- They qualify for student finance.

Students are not eligible for DSA if:

- They are EU or International Students.
- They are eligible for the NHS Disabled Students' Allowance.
- They are receiving equivalent support from their higher education provider or a social work bursary.

How to apply

The application process can take 14 weeks, so it is best to apply as soon as possible. The NSCD Student Support team are able to help students with their application where required. Students apply for DSA through their student finance account. After students have applied, they will be told what evidence they will need to provide. Students must send copies of evidence, not originals.

If eligible, the student's DSA funding provider will send an approval letter. The student must then attend a Study Needs Assessment to explore the requirements of the course and their learning needs. It is best that the Conservatoire School is notified at this point that the student is eligible.

After the Study Needs Assessment a report will be sent to the relevant funding body. Once this is confirmed and approved, the student will be able to purchase any equipment they may need or begin to source other support where necessary.

Study Needs Assessment

After a student has received confirmation of their eligibility, they will be asked to arrange a Study Needs Assessment. The Study Needs Assessment is an informal meeting with an experienced Needs Assessor.

To book an appointment, the student must contact an Assessment Centre. NSCD will direct students to their local assessment centre but details can also be found at www.dsa-gag.org.uk. The appointment will be confirmed within one working day and will normally take place within 15 days.

The Study Needs Assessment produces a Study Needs Report. This contains an assessment of need and recommended support measures. This will be sent to the funding provider within 10 days of the assessment. Students can request to review the report before this is sent to the funding provider. If they choose this option, they will receive the report within five days of their assessment.

Please see **Appendix 4** for a flowchart of the DSA process.

Additional Support

NSCD can at times offer additional financial support for students with Complex and Diverse Needs. For information regarding this, please contact Student Services.

Other Support for SpLDs

Students with an SpLD who are in receipt of the DSA are also usually entitled to one on one support from a specialist tutor. This is organised by NSCD and paid for via the DSA. NSCD also employs an on-site learning support tutor who can offer individual help.

It is important to remember that NSCD is committed to supporting all students. Students should feel free to discuss their needs with any member of staff at any time to ensure they are receiving the fullest support the School is able to provide.

Counselling, Mental Health and Wellbeing Services

NSCD recognises that good mental health is essential for students to get the most from their training and offers an in-house wellbeing service to support any students who may be struggling with their mental health.

A range of wellbeing services are available for students to access, including:

- Free, confidential one-to-one counselling
- Groups and workshops covering a range of common student mental health issues
- Adhoc support and advice as and when needed

Personal Support Plans and Agreements

Students who have disclosed a support need will be offered a Personal Support Plan or Agreement. This is an agreement between the student and NSCD. It is a written statement that describes the type of support required and how this is provided.

This is intended to be practical and positive to ensure that everyone's needs are met. This can guarantee, for example that all course documents are available in a range of formats; that any filmed material presented is captioned (sometimes upon request); and that arrangements are made for note-takers, communication support workers etc.

The Student Support & Wellbeing Manager will arrange a meeting before or as near the start of the course as possible to produce the Personal Support Plan. There will be regular meetings to review and revise this plan to ensure that it is still fit for purpose.

A Personal Support Plan can be put in place at any time if a need is identified.

Inclusive Teaching, Reasonable Adjustments and Alternative Assessment

Inclusive Teaching is an approach to teaching that considers the needs of all students. NSCD is committed to offering flexible teaching styles and alternative modes of assessment to allow everyone to participate and succeed in their training. As NSCD training incorporates a wide variety of activities, dance practices, venues/locations, and range of tutors, including guests, there may occasionally be situations that arise which create a challenge for a student with a support need. It is important that any students with support needs can openly discuss challenges and needs that surface throughout their training in order to supplement and enhance the measures agreed within their Personal Support Plan.

Inclusive Assessment

At NSCD we encourage students to be creative in their presentation of knowledge and understanding surrounding the context of learning outcomes. We also recognise that due to specific scenarios and circumstances, at times, students may be best able to evidence their learning through less conventional assessment methods. Our curriculum has therefore been designed to **include a range of complementary assessment choices**. This approach ensures the curriculum can respond to industry needs and allows students to continue to explore their learning style and preferences, developing a range of skills to increase employability as they progress through their programme of learning. For

example, where a module might have previously specified a written essay as the assessment type, a student might choose to prepare a verbal presentation or in some cases a lecture demonstration.

NSCD's inclusive and flexible approach to assessment provision does not replace alternative assessment. We do find, however, that employing multiple assessment modes complements and supports the approach to alternative assessment.

Examples of Inclusive Teaching:

- Well-structured classes, workshops and other teaching so that if concentration is impacted by slow speed of processing or challenges with organisation or sequencing skills, re-engagement can be achieved through clarity of session format.
- Deadlines e.g. for written work in advance and clearly described academic tasks which means assessment timetable is clear for all.
- Clear, developmental feedback given throughout modules, as well as typed written feedback on some modules. Verbal feedback tutorials are recorded in order that students can return to the feedback at a later date. In all cases feedback highlights students' strengths, alongside indicating aspects of the students work that can be enhanced.
- Proactive management of group discussions to help reduce anxiety felt by students about making a contribution, and also stem over contributions from individuals.
- Sufficient time for completion of tasks.

Examples of Reasonable Adjustments:

- Provision of reading lists that indicate to students which readings are considered to be key to the course or particularly relevant to a session or theme within the course.
- Provision of assessment format alongside adjustments such as extra time, a separate or familiar room with opportunity to familiarise in advance.
- Consideration of adjustments to timetabling and assessment scheduling.
- P
- Library adjustments including extended loans.
- Provision of a specialist SpLD tutor (via DSA funding if needed) to help students develop strategies for managing stress, the impact of their condition, maintain realistic study patterns and develop a sustainable and effective routine.
- Additional preparation and support for placements, presentations, work experience and national or international visits/exchanges: to offset stress and to anticipate and identify further barriers in a timely way

Alternative Assessment

Some forms of assessment may not be appropriate for certain students at certain times during their training. Injuries may mean that students cannot perform at all, or cannot perform in a certain way. Students with different learning styles may perform better via video, in written form or through presentations, while some neurodiverse students may struggle with written work. In these cases, wherever possible, NSCD will offer alternative assessments.

Alternative Assessments support students to demonstrate their understanding of assessment criteria, and the ways in which they can meet the learning outcomes of a module, where personal circumstances such as injury, prevent an individual from participating in assessment in the same mode as other students. NSCD see this as an important aspect of our inclusive learning methodology and something which allows individuals to clearly show they meet the demands and expectations of the course, whilst carving out their own pathway towards the profession.

Each teaching module includes a standardized template for Alternative Assessment for each module.

Each template offers alternative tasks based on our experience of the different situations which occur. One example might be in the Dance Technique suite of modules across the course, where students who are unable to physically participate in a practical summative assessment will be asked to show their knowledge and understanding in one of 3 other ways – written, verbal presentation/recorded presentation or a viva voce. The module leader can discuss which option might work best for the student and offer appropriate tutorial support.

In order to ensure that students have demonstrated their ability to meet all learning outcomes by the end of their training, we monitor the number of times a student requires alternative assessment should a pattern arise which suggests a student requires more support to meet the demands of the course, this would then be addressed.

Click here for more detail on assessment processes and procedures at NSCD

[Document 007 \(nscd.ac.uk\)](#)

Roles and Responsibilities:

Ensuring that students have access to all the support they need is a collaborative task. Below is a summary of what should be expected from both NSCD and the student

Expectations for NSCD

- Providing students with opportunities to disclose needs
- Providing information regarding what support can be reasonably expected
- The teaching and welfare of students
- Where appropriate, working with students to create Personal Support Plans
- Where there is a Support Plan in place, ensuring all relevant staff members are informed of the agreed support
- Arrangement to review and revise any Support Plan to ensure it remains fit for purpose
- Guiding students through the DSA application
- Supporting the organisation of any Psychological and Needs Assessment
- Helping to provide financial support for diagnostic assessments
- Organising 1-1 specialist support for students with SpLDs
- Organising staff training on equality and diversity issues including disability, neurodiversity and mental health.

Expectations for students

- Disclosing and explaining need as soon as possible
- Learning and personal wellbeing
- Identifying the support required
- Proactively seeking help and support
- Where a Personal Support Plan is in place, attending review meetings
- Where a Personal Support Plan is in place, requesting review meetings if any support is not fit for purpose and communicating with staff where possible to discuss any additional needs that arise during their training
- Applying for DSA and using the support given
- Providing the school with evidence of any need
- Using any support appropriately

Care leavers and Estranged Students

NSCD understands that for young people who are leaving care or who are not in contact with their parents, there will be many extra practical considerations to think about when making the transition to Higher Education. For this reason, there are services in place to make this transition easier, and to support care experienced and estranged students throughout their studies.

When coming to train at NSCD, there is a tick-box on the enrolment form asking if students have spent any time in care or are estranged from their parents. By ticking this box students can let NSCD know that they may be in need of some extra support. Not all students will want or need extra support, but it can be reassuring to know it is there if they wish to access it.

Financial help

From NSCD

Care experienced or estranged students may be eligible for a bursary or financial assistance. This bursary is available to eligible Home Fees Students on undergraduate higher education courses and can be applied for at any point during the academic year.

More information can be found here: <https://www.nscd.ac.uk/bursaries-scholarships/>

Elsewhere

LEA Support- Care leavers under 25 and entering a HE course of two years or more may be entitled to a one-off grant of £2000 from the local authority that looked after them. This should happen automatically, but if it does not NSCD can assist in chasing this.

The Frank Buttle Grant Scheme for Students and Trainees - For eligible young people aged 16-20, this scheme can provide money to help with living costs such as rent, food, clothing, transport, books and materials needed for study, which does not need to be paid back. More information about the scheme can be found here: www.buttleuk.org.

The Care Leavers' Foundation Trust Fund- For small grants to help with personal development needs, crisis payments, education, training or employment needs, students may make an application to this fund. More information can be found here: www.thecareleaversfoundation.org.

Additional Financial Help

NSCD offers income assessed scholarships in the form of bursaries and fee discounts. These are offered to Home Fees undergraduate students undertaking their first degree whose household income is £25,000 or less.

To be considered for a Scholarship, students must indicate as appropriate on their application form to the school/s. They then need to complete an application to Student Finance England (or its equivalent) as early as possible in order to be income assessed. Students should remember to allow consent to share information. This will allow NSCD to assess what level of support they may be entitled to.

Students can apply to Student Finance for income assessment even if they are not eligible, or do not wish to apply, for a loan. We urge any students experiencing financial struggles and hardship to seek support via our Student Services team.

More information on financial assistance is available here: <https://www.nscd.ac.uk/bursaries-scholarships/>

Student Life and Wellbeing

Introduction

Transitioning into Higher Education can be an exciting but also overwhelming experience. As well as the more specific support mentioned above, NSCD seeks to support students in additional, more general ways.

Accommodation and Council Tax

While NSCD does not offer halls of residence accommodation, we are able to offer assistance to students in seeking out and obtaining suitable year-round accommodation. We work in partnership with Unipol Hosuing, the university housing specialists in Leeds.

Full-time students are exempt from paying council tax, but they must send evidence of their enrolment and exemption to the council in which they are living. It is the council's responsibility to provide this evidence, however NSCD can help signpost students to the relevant department.

Registering with a GP

NSCD will help students identify and register with local GPs. Given the physical nature of study, students should make an effort to register as soon as possible. More information on registering with a doctor is available on Moodle.

Student Handbook

The NSCD student handbook is intended to welcome you to the school and act as a reference point for all school procedures during your studies.

Handbooks will provide institutionally specific information that is not covered here. You can access the current handbook here: <https://www.nscd.ac.uk/policies-and-procedures/>

Complaints

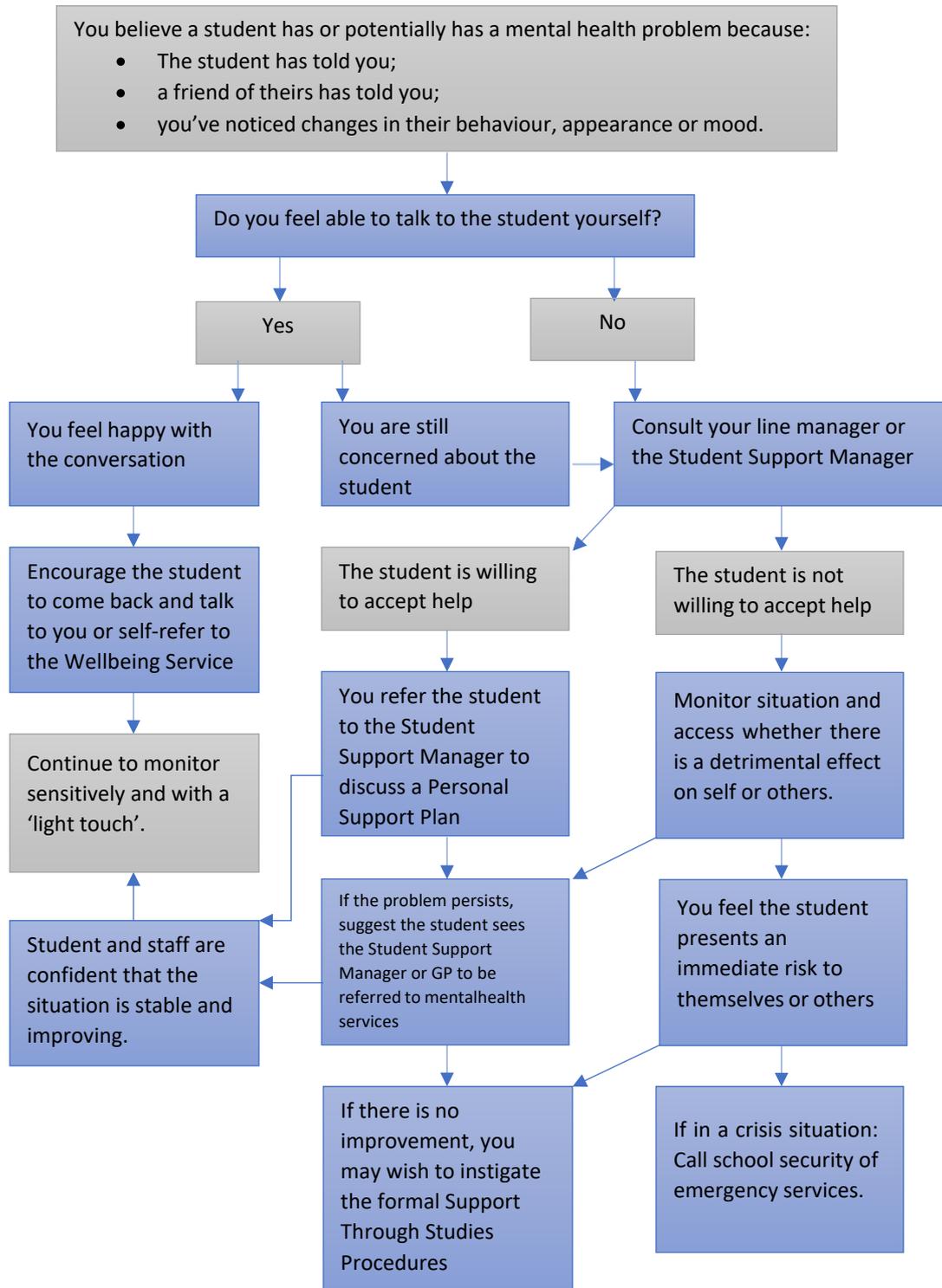
NSCD is committed to considering and investigating genuine complaints from students. NSCD defines a complaint as being an expression of dissatisfaction by one or more students about an action or lack of action by the school, or about the standard of service provided by the school, which warrants a response.

Further details on the complaints procedure can be found here: <https://www.nscd.ac.uk/policies-and-procedures/>

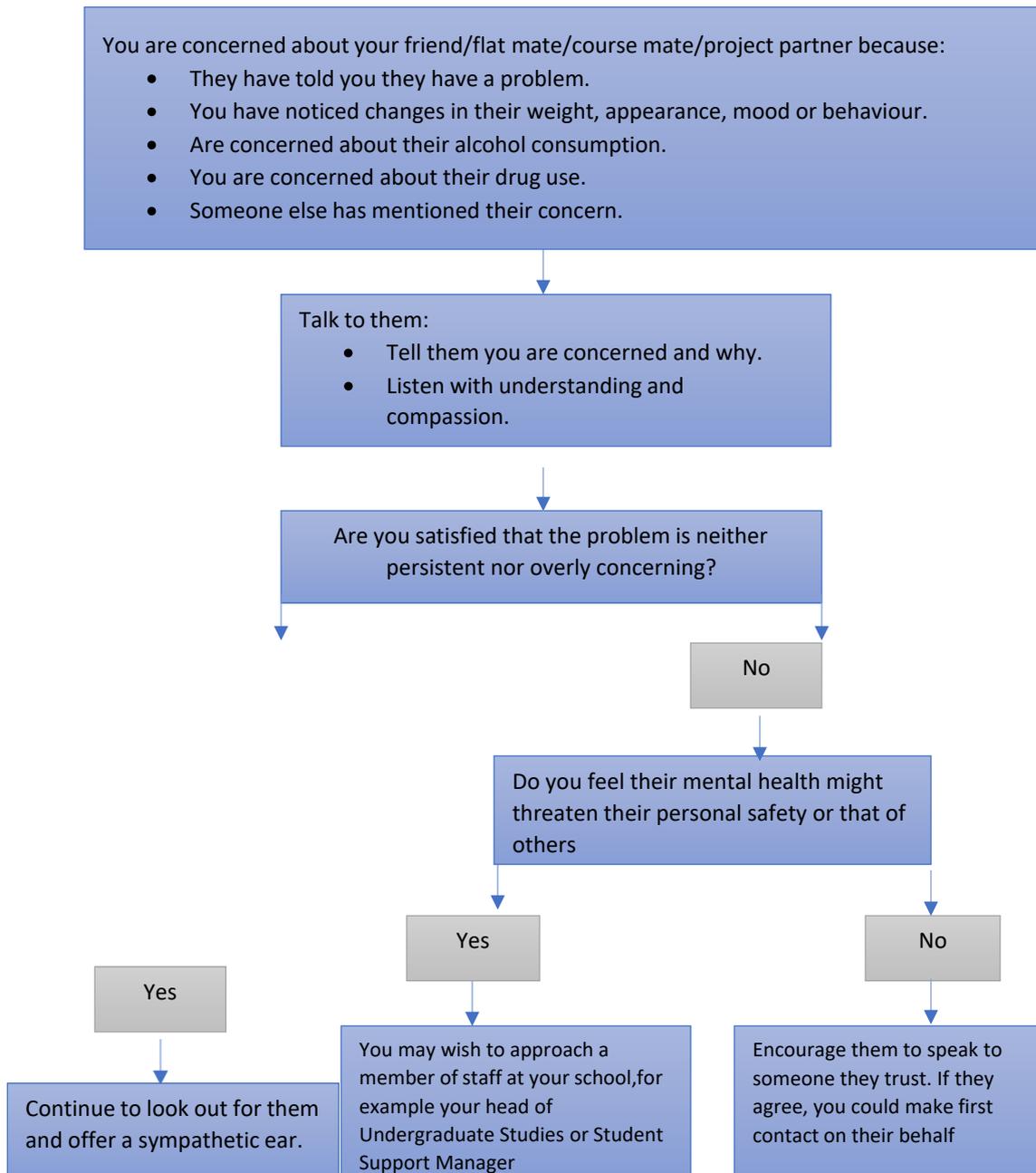
Appendices

Supporting Someone with their Mental Health

1. Staff: Procedures for Supporting Student Mental Health



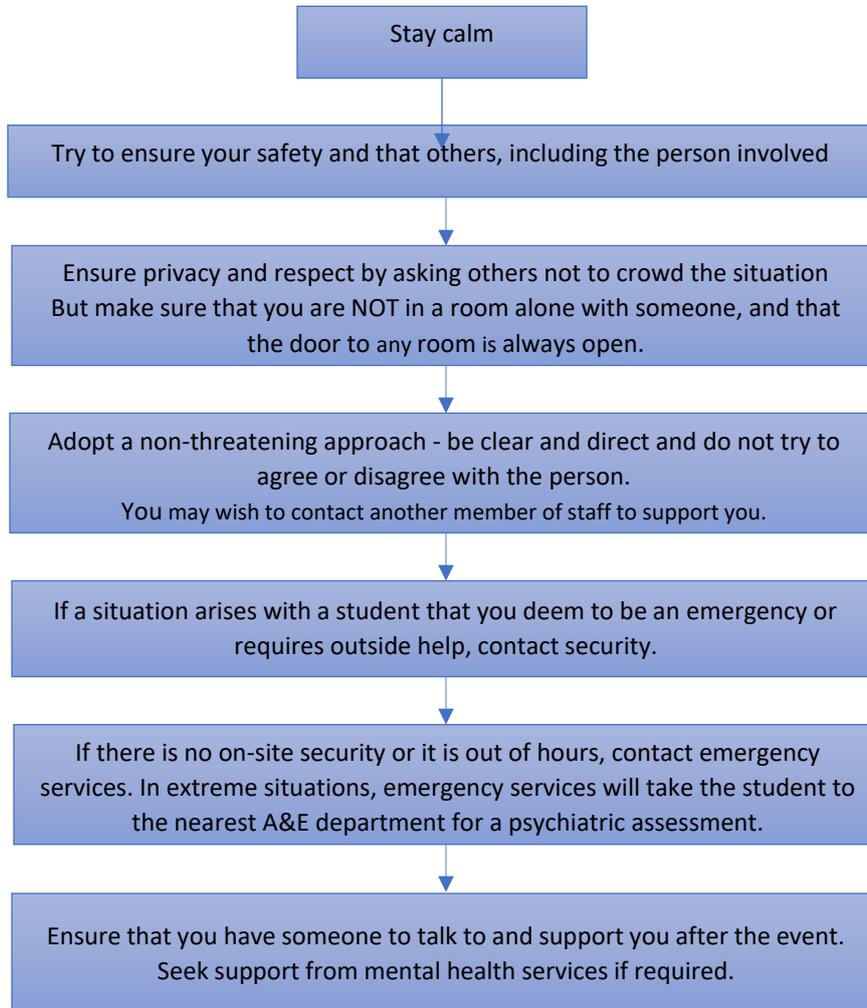
2. Students: Support a Peer's Mental Health



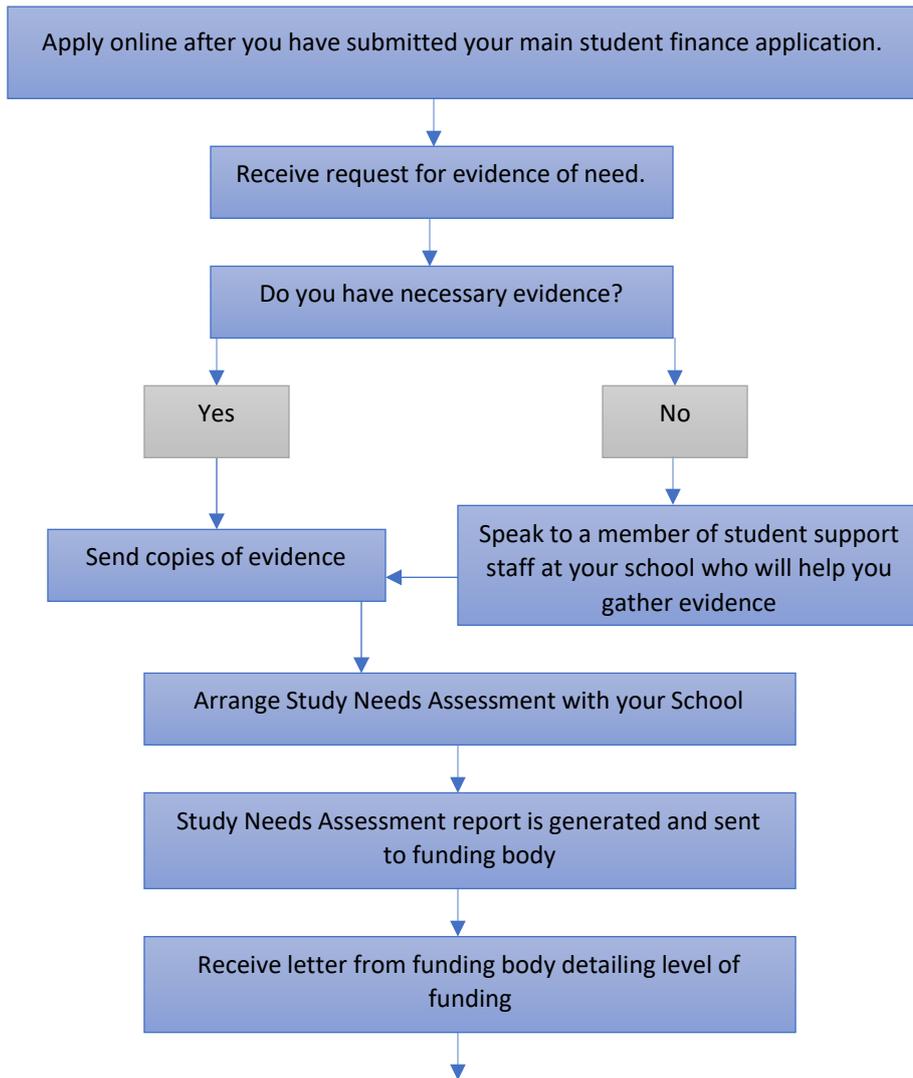
3. Handling a Crisis Situation

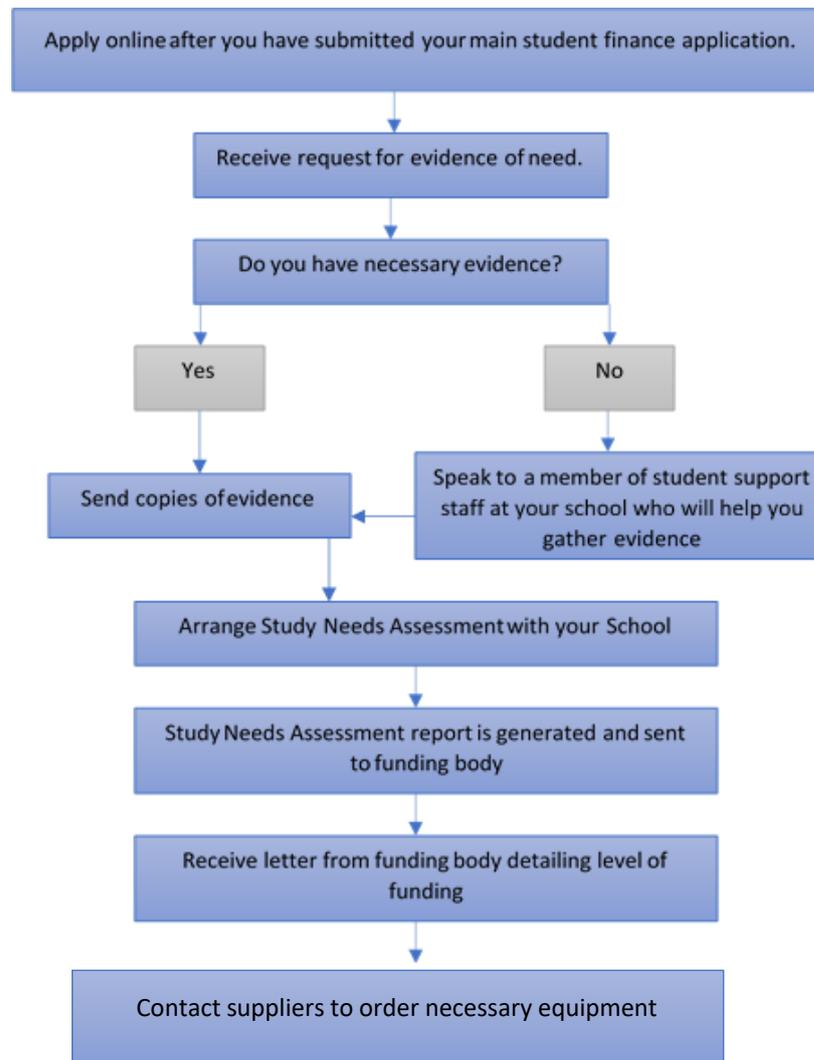
A crisis situation may include:

- Threatening suicide or self-harm
- Becoming hysterical
- Becoming confrontational
- Hallucinations or psychotic behaviour



4. Applying for DSA





Additional Resources

In addition to the above, the following resources may be helpful.

NSCD Student Support Information and resources can be found here:

<https://moodle.nscd.ac.uk/course/view.php?id=379>

Information about the Disabled Students Allowances: <https://www.gov.uk/disabled-students-allowances-dsas>

The National Autistic Society provides information and advice for autistic people, their friends and families: www.autism.org.uk

Autism&Uni project offers best Practice Guides for academics and support staff. They contain background information and tips for adapting one's professional practice: <http://www.autism-uni.org/bestpractice>

BRAINinHE is a comprehensive resource on dyslexia and other specific learning difficulties:

<http://www.brainhe.com/students/types/dyslexia.html>

British Dyslexia Association has general information and advice on dyslexia:

<http://www.bdadyslexia.org.uk/>

Dyspraxia Foundation supports individuals affected by dyspraxia:

<http://www.dyspraxiafoundation.org.uk/>

Adders offers information and support for people affected by ADD and AD(H)D. Research articles are very useful: <http://www.adders.org/>

C.A.L.M, the Campaign Against Living Miserably, is leading movement against suicide and offers help, information and advice via a phone and web service: www.thecalmzone.net

Get Connected provides a free confidential help line as well as email and web chat services.:

www.getconnected.org.uk

'Mindwell' is the mental health website for people in Leeds, offering information and advice on services and resources available in the city

For particular issues relating to Student life, visit [Student life - MindWell \(mindwell-leeds.org.uk\)](http://mindwell-leeds.org.uk)

For the full directory of mental health services available in Leeds visit [MindWell directory - MindWell \(mindwell-leeds.org.uk\)](http://mindwell-leeds.org.uk)

Nightline is a listening, emotional support, information and supplies service run by students, for students, and open at night when few other services are available: www.nightline.org.uk

Student Minds (UK mental health charity for students): <https://www.studentminds.org.uk/>

Mind: Mental Health Resources: <https://www.mind.org.uk/information-support/>

NHS Self Help Resources: <https://web.nrw.nhs.uk/selfhelp/>

Samaritans provides confidential non-judgmental emotional support, 24 hours a day for people who are experiencing feelings of distress or despair, including those which could lead to suicide. They can be contacted by phone, email, or by visiting a branch in person: www.samaritans.org

Universities UK Student Mental Wellbeing in Higher Education Good Practice Guide:

<https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/student-mental-wellbeing-in-higher-education.aspx>

Universities UK Step Change Agenda: <https://www.universitiesuk.ac.uk/stepchange>

Centre for Clinical Interventions Disordered Eating Resource:

<https://www.cci.health.wa.gov.au/resources/looking-after-yourself/disordered-eating>

National Eating Disorders Association (NEDA): <https://www.nationaleatingdisorders.org/help-support>

BEAT is the leading UK charity for people with eating disorders and their families:

<https://www.beateatingdisorders.org.uk/>

Additional resources can be found on the Conservatoire for Dance and Drama website:

<http://www.cdd.ac.uk/policies/student-support/>

Useful NSCD Contacts

Student Services –Alice Eden

Email studentservices@nscd.ac.uk with any enquiries

Learner Support – Jane Perekrest

To book learner support tutorials, visit:

<https://moodle.nscd.ac.uk/mod/scheduler/view.php?id=8920>

English Language Support – Kayleigh Campbell

To book language support tutorials, visit:

<https://moodle.nscd.ac.uk/mod/scheduler/view.php?id=8922>

Wellbeing Support – Ali Coleman / Georgia Cooper

To book wellbeing support tutorials, visit:

<https://moodle.nscd.ac.uk/mod/scheduler/view.php?id=8919>

Injury / Bodywork Support – Fabiano Culora

To book bodywork tutorials, visit:

<https://moodle.nscd.ac.uk/mod/scheduler/view.php?id=8917>

Financial Support – Nicola Falkingham

To book finance tutorials, visit:

<https://moodle.nscd.ac.uk/mod/scheduler/view.php?id=8921>

[Complaints – Hannah Perry](#)

Quality.office@nscd.ac.uk