



# Applying for DSA

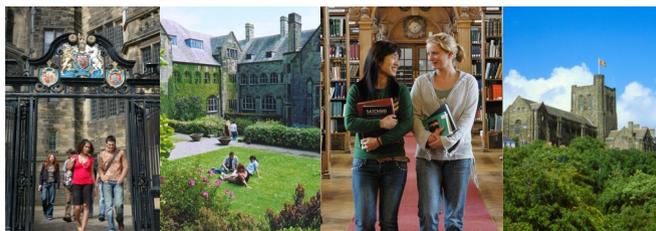
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For more information:

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This leaflet is available in alternative formats



## ◆ Disabled Students' Allowances (DSA)

The DSA is a non-repayable grant to help meet the extra costs HE students can face as a result of a disability, e.g. an on-going health condition, mental health difficulties, autism spectrum condition, or a Specific Learning Difference (SpLD) such as dyslexia.

### ◆ What we can do for you

We can support any Bangor University student with their application for DSA. This includes support with completing the application form, liaising with Student Records and being able to answer most questions you may have with regards to the DSA process.

We will also save a copy of the form in case it gets lost in the post.

### ◆ What you need to bring

Before you can apply for DSA, you will need to bring with you a copy of your diagnostic evidence or medical evidence, and your customer reference number - this number can be found on any letter from your funding body, such as your student loan letter.

### ◆ How do I make an appointment?

You can make an appointment to get the support for your application by contacting us by email or phone. If you have seen an Adviser they may have already made an appointment for you.

## ◆ How to find us

We are on the First Floor of the main entrance to Neuadd Rathbone (Student Services). Feel free to call us, email us, or pop in to make an appointment.

### ◆ I have applied for DSA – what happens next?

Once you have sent off the application form, you should receive a DSA1 eligibility letter. This can take between 10 and 15 working days to arrive.

Once you have received this letter, you should contact an Access Centre to book an appointment for a Study Needs Assessment.

The Study Needs Assessment (SNA) is a friendly and relaxed meeting between an accredited assessor and the student. During this meeting there is a detailed look at the student's course, strategies and disability-related barriers to learning. The assessor combines this with the details provided in the diagnostic evidence, and uses all of this information to establish what support and / or equipment might be necessary to overcome the barriers to learning. The assessor will discuss relevant support options, and demonstrate appropriate assistive technology (e.g. software).