

Open Learning Centre Student Support Service

The Open Learning Centre offers free, friendly, non-judgmental help to all students. Our supports will help you become independent in your learning and ease the transition from school to Kerry College.

Every student is treated on an individual basis. The types of supports include ►

All information is dealt with on a strictly confidential basis.

For further details, please contact:

Clash, Denny St., E-Block, and Killarney Campuses
learningsupport@kerrycollege.ie

Listowel Campus
learningsupport.listowel@kerrycollege.ie

Monavalley Campus
learningsupport.monavalley@kerrycollege.ie

- Assignment planning, writing and referencing
- Support in subject specific areas
- One-to-one and group support
- Training in assistive technology and IT supports
- Strategies to improve critical thinking and problem-solving skills
- Preparation for exams, revision aids and exam techniques
- Study skills and time management sessions
- Support with English as an Additional Language, EAL
- Access to exam accommodations/arrangements
- Access to PA [where applicable]
- Access to sign language interpreter

Fund for Students with Disabilities

The Fund for Students with Disabilities allocates funding to Further Education colleges for the provision of services and supports to fulltime students with disabilities. The fund aims to ensure students can participate fully in their academic programmes and are not disadvantaged by reason of a disability.

How to avail of supports:

A student is required to submit evidence of a disability to avail of supports.

Evidence of disability includes one or more of the following:

- Report from a Consultant or other relevant specialists
- Letter from State Examinations Commissions [if the student was previously granted reasonable accommodation]

Letters from GPs or support organisations are not acceptable as evidence of disability.

A claim under the fund is made on behalf of an eligible student by the college following an assessment of need. In order to access the fund, students must provide relevant documentation as outlined in the evidence of disability eligibility table.

Disability	Evidence & eligibility criteria	Age of Report
Autistic spectrum disorder (ASD) (including Asperger's syndrome)	A report from: <ul style="list-style-type: none"> • Consultant psychiatrist or • Psychologist or • Neurologist or • Paediatrician providing a diagnosis of ASD 	No age limit
Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD)	A report from: <ul style="list-style-type: none"> • Consultant psychiatrist or • Psychologist or • Neurologist or • Paediatrician providing a diagnosis of ADD/ADHD 	No age limit
Blind or Vision impaired	A report from one or more of the following: <ul style="list-style-type: none"> • Ophthalmologist/ophthalmic surgeon providing a diagnosis of severe reduction in vision that cannot be corrected with standard glasses or contact lenses. The diagnosis must be in relation to best-corrected visual acuity or field of vision • A letter from the National Council for the Blind Ireland confirming registration • A letter from the principal of a school for the blind confirming attendance. 	No age limit
Deaf or Hard of hearing	A report from one or more of the following: <ul style="list-style-type: none"> • An audiogram from a professionally qualified audiologist and/or ENT consultant, indicating moderate to profound bilateral hearing loss or unilateral moderate hearing loss • A letter from the principal of a school for the deaf confirming attendance • Existing report from ENT consultant or cochlear implant programme co-ordinator confirming cochlear implant or bone anchored hearing aid 	No age limit

Disability	Evidence & eligibility criteria	Age of Report
Developmental Coordination Disorder (Dyspraxia/Dysgraphia)	A report from: <ul style="list-style-type: none"> • Psychologist or • Occupational therapist or • Chartered physiotherapist or • Neurologist diagnosing developmental coordination disorder (dyspraxia) 	No age limit
Mental Health condition (For example, bipolar disorder, schizophrenia, clinical depression, severe anxiety, severe phobias, obsessive compulsive disorder, severe eating disorders and psychosis).	A report from: <ul style="list-style-type: none"> • Consultant psychiatrist or • Specialist registrar 	Less than five years
Neurological Condition	Neurological conditions: <ul style="list-style-type: none"> • Neurologist or • another relevant consultant Speech & Language Disabilities: <ul style="list-style-type: none"> • Speech and language therapist 	No age limit
Physical/mobility	A report from: <ul style="list-style-type: none"> • Orthopaedic consultant or • other relevant specialist diagnosing a significant physical or mobility difficulty 	No age limit
Significant on-going illness	A report, diagnosing a significant ongoing illness such as: Diabetes Type 1: <ul style="list-style-type: none"> • Endocrinologist or Paediatrician Cystic Fibrosis: <ul style="list-style-type: none"> • Consultant respiratory physician or • Paediatrician Gastroenterology condition: <ul style="list-style-type: none"> • Gastroenterologist Other: <ul style="list-style-type: none"> • Consultant or Consultant registrar 	Less than five years
Specific Learning Difficulties (Dyslexia or Dyscalculia)	<ul style="list-style-type: none"> • The report of a psycho-educational assessment by a psychologist or by an assessor (PATOSS accredited) diagnosing a specific learning difficulty. Students may be asked for their latest assessment scores/educational reports to assist institutions in determining the appropriate level of support. All tests used in the assessment must be valid, reliable and age appropriate.	No age limit

Disability	Evidence & eligibility criteria	Age of Report
<p>Speech and Language Communication Disorder (including (but not exclusively) stammering; receptive and/or expressive language disorders; unintelligibility due to a phonological disorder, articulation disorder associated with structural anomalies; acquired communication disorders such as aphasia, anomia, dysarthria, dyspraxia resulting from neurological conditions, or any neurodegenerative, or genetic disease associated with impaired communication and social interaction).</p>	<ul style="list-style-type: none"> • A report from a Speech and Language therapist 	<p>No age limit</p>

Learning Styles

VISUAL LEARNERS



prefer to:

- Draw pictures and diagrams
- Colour code their work
- Use different coloured paper, pens etc
- Use their own system of symbols etc

AUDITORY LEARNERS



prefer to:

- Say their work aloud
- Give presentations to an imaginary audience
- Record notes on a tape recorder
- Use silly noises to remember things
- Hear the information in their mind

KINAESTHETIC LEARNERS



prefer to:

- Do actions when learning key facts
- Walk about when learning
- Find it harder to sit at a desk
- Add emotions and textures to exaggerate information