

SEND Procedures

(commonly referred to in college as
Additional Learning Support)

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Reviewed: May 2020

Next review: May 2021

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1. Purpose

- 1.1 This document has been produced to assist college staff and staff in franchise provisions of the college in understanding the scope of special educational needs and disability (SEND) or more commonly referred to in college as additional learning support (ALS) and how this can be requested and funded. This document should be read in conjunction with the SEND (Additional Learning Support) Policy. The additional learning support service works in collaboration with the guidance set out by funding bodies and the local authority (LA) and other professionals such as speech and language etc.

2. Additional learning support

- 2.1 ALS is provided according to identified needs across the college and levels of programme. The aim of ALS in further education is to support independence in learning and provide young adulthood skills required for employment and/or life. ALS is provided in a variety of ways and is monitored and adjusted according to progression and independence required for the programme/industry.

3. Education, health and care plans (EHCPs)

- 3.1 EHCPs are provided to the college's ALS team by the LA SEN team and outline the provision, outcomes and support packages legally required to meet a learner's individual needs.
- 3.2 The original copy of the EHCP will be held in college by the central learning support team. An outline of EHCP outcomes and provision is recorded on eTrackr and on a pre-populated annual review form, which are provided to relevant teaching and support staff. Copies of EHCPs are saved electronically and are provided to staff as relevant to the support of the learner and in accordance with GDPR regulations.
- 3.3 Notification of the EHCP is marked on the eTrackr system once the learner has enrolled on their college programme. A summary of the EHCP outcomes (section E) is uploaded onto the eTrackr action plan for teaching staff and LSAs to read and put strategies into place for teaching and learning.
- 3.4 Tutors will modify and adapt their teaching strategies to meet the requirements of the EHCP and a learning support assistant may be assigned to provide in class support. Alternatively, support measures (such as assistive technology) may be provided to support independence and progression appropriate for young adulthood and employment.
- 3.5 The learner's support package, outcomes and progress on the study programme, including English and maths where applicable, will be monitored by the teaching and learning team with the LSAs via eTrackr and reviewed three times a year on eTrackr. One of the reviews will be the EHCP annual review. Additional support provided in

lessons is also monitored through observations of teaching and learning throughout the academic year.

- 3.6 For college EHCP learners, an annual EHCP review meeting will be required each academic year before the date stamped on the front of the EHCP document, or before the last annual review meeting date. The annual review meetings will be arranged centrally by the Senior LSA team (SeniorLSA@iwcollege.ac.uk); however, course areas, including the English and maths team and assessors in the case of apprenticeships, will be required to provide progress reports for the learners and either lead the review meeting or send (as appropriate) a representative to the meetings. Progress reports from course tutors are required a minimum of two weeks before the EHCP annual review meeting.
- 3.7 In exceptional circumstances, if there is a need for an urgent review of the EHCP due to a significant change in need, an interim EHCP meeting can be called with the local authority in attendance.
- 3.8 If there are concerns regarding a learner's progress and/or retention on course programme, the Course Coordinator/Curriculum Manager should inform the Senior LSA team immediately. The Senior LSAs may need to invite the LA SEN team for an interim review meeting of the EHCP. The LA SEN team should then be invited to all relevant review meetings so that they are able to support the learner within the guidelines of the EHCP.
- 3.9 Similarly, if there are concerns about progression at the end of the study programme, the Course Coordinator/Curriculum Manager should notify the Senior LSA team so that arrangements can be made for a member of the LA SEN team to attend the EHCP annual review meeting. The LA SEN Team need to be made aware of any difficulties with progression to ensure that they can support the learner and update the EHCP accordingly.

4. Course interviews and EHCPs

- 4.1 The member of staff conducting the course interviews should ensure that learners are asked about any additional support needs that they may have before the interview so that learners can be supported with this. In the interview process additional support needs should also be discussed and recorded on the interview form. Central admissions will forward this information to the Central ALS team.
- 4.2 For EHCP learners: the member of staff conducting the course interview will be provided with a copy of the EHCP (where available – sometimes learners do not arrive to interview with a copy of the plan), attached to the application form, prior to the interview and additional notes as applicable. Prior to the interview the course tutor should visit the Senior LSA team to discuss the plan further.
- 4.3 Where the EHCP is not available prior to the course interview, the appropriate course tutor will be contacted by the Senior LSA team with details of the support needs as soon as received and this will also be noted on eTrackr.

- 4.4 The course interview will be conducted and the interviewer will take into account any needs the learner may have to ensure fair access to the interview procedure.
- 4.5 If an offer of a course place is to be made this will include the provision of support as set out in the EHCP. **All offers made must be conditional** until the details of the EHCP have been agreed by the Head of Foundation Learning and High Needs with the LA and the college has formally responded in writing to the LA's Chair of Governors (CoG) request.
- 4.6 If the Course Coordinator/Curriculum Manager is unable to agree the terms of the EHCP for the study programme and/or offer a course place, this must be referred back to the Head of Foundation Learning and High Needs so that the offer can be reviewed, the LA notified via a CoG response and a parent/specialist meeting held if required.
- 4.7 Where a course offer can be made, the college is required to formally accept placement of the learner and notify the LA of their response, known as a Chair of Governors (CoG) letter. Letters outlining the course offer and acceptance of the EHCP for the individual learner will be sent to the LA SEN team by the Head of Foundation Learning and the Assistant Principal.
- 4.8 Where an EHCP is presented after a course offer has been made (and prior to the learner starting on their chosen course), the Head of Foundation Learning and High Needs will contact the Course Co-ordinator/Curriculum Manager, LA and all concerned parties to discuss the contents and whether the requirements can be met.
- 4.9 The central ALS team will update the learner's eTrackr to indicate the college has possession of the EHCP and add any necessary requirements. An ALS assessment meeting will be booked for the learner at this time, if required, to verify exam access arrangements required.

5. Additional support for college groups

- 5.1 For the purposes of the variety of cohorts of college learners there are particular processes that need to be followed as below.
- 5.2 **14-16 programmes (including school infills and part time home education programmes):** Learners on collaborative school infill programmes will receive support from school staff who accompany them or, where appropriate, and agreed prior to the learner's attendance at college, by college learning support assistants. If a learner has an education, health and care plan (EHCP), the school will link with the college's Schools Co-ordinator and the appropriate support as provided in school follows the learner to college; this will usually be by sending the learner's school learning support assistant to college with the learner.

Learners who are under 16 years, elective home educated (EHE) and in receipt of an EHCP cannot name the college as the provider. The college may be able to offer alternative learning provision but this would be based on a review of the EHCP and the arrangements required and the college agreeing that these can be met with the LA and the LA holding overall responsibility for the EHCP.

For EHE learners, the college can provide exam access arrangement (EAA) assessments for under 16 years learners to advise on what is needed in terms of arrangements, such as extra time.

- 5.3 **Franchise partners of the college** (e.g. Platform One and UKSA): All learners will have an initial and diagnostic literacy and numeracy assessment as part of the college enrolment procedure, organised through the course co-ordinator. This may highlight areas of difficulty; the learner may then be referred to central learning support for a college ALS assessment to provide advice and guidance on any in class support required and/or exam support.

For learners in receipt of an EHCP, procedures in section 3 to be followed.

Franchise groups' learners can loan resources which are available to all college learners, such as assistive technology. If assessed as necessary, learners may also be referred for further assessments (e.g. educational psychologist's assessments by the additional learning support service). It would be expected that learners would be referred for assessments in August each year to ensure enough time is allowed for assessments to be completed and for support funding to be agreed.

For in-class support the franchise groups select and recruit their own learning support staff and the staff members remain on the companies' staff roll. Funds for support staff are provided from the additional learning support budget based on identified student need and appropriate support levels. This is discussed and agreed with the Head of Foundation Learning and High Needs. The support staff who work for franchise groups are expected to update their professional competence via training offered in the college to all additional learning support staff and the members of staff are also subject to the same quality controls for ALS paperwork and records as college staff.

Learners with identified learning difficulties are offered the opportunity to declare this on application to the course and provide information on the support that may have been received at school (Appendix 3 and 4). The learner's support package at college can then be reviewed in accordance to the requirements for the college programme. A learner and/or tutor can refer for an assessment for additional support (Appendix 5) at any point in the academic year.

- 5.4 **Apprenticeships:** Learners on apprenticeship programmes are funded via Employer Responsive funding from the Education and Skills Funding Agency (ESFA) and Additional Learning Needs (ALN) funding can be drawn down for this. The apprenticeship team are responsible for drawing this funding down and advising the Head of Foundation Learning and High Needs if learners require further assessments.

Learners in receipt of EHCPs will follow the procedures outlined in section 3.

- 5.5 **Full Cost Learners:** As with all students, the college aims to provide whatever support is needed to enable a student to be successful. Teaching staff will adapt their approach to best meet the needs of learners. If more intensive or specialist support is

needed, this should be discussed with the college central ALS team before the learner enrolls on programme as the learner may need to contribute towards the cost of support. If additional support is required to assist the learner complete the course successfully, the course co-ordinator should contact the Head of Foundation Learning and High Needs on advice regarding how to recruit a full cost support assistant and this cost should be included in the cost of the course.

- 5.6 **Special Learning Difficulties and Disabilities (SLDD)** up to the age of 25 years are entitled to additional learning support provided by the college and funded by the LA as set out in their EHCP. If learners choose to bring in their own care workers to college, this needs to be discussed with college staff and the external care workers must undergo the relevant college training, safeguarding and quality controls. All external staff working in college classrooms are required to sign an external staff protocol form. A learning support assistant may still be assigned to the learner, working alongside the carer(s), to ensure consistency for academic support.
- 5.7 Adult learners with Special Learning Difficulties and Disabilities (SLDD) over the age of 25 years can access shared in class support as provided by the college for adult courses offered. However, if the learner requires more intensive, specialist or 1:1 support, this must be provided independently through the learners' own carers/personal budget.
- 5.8 **Higher Education:** where a college student who is studying on an HE course franchised through a partner university has an ALS need, the university will refer the learner for a Disability Student Allowance (DSA) assessment. This is a separate process to EHCPs (which cease when a learner progresses to higher education) or the college's central ALS process. The university will assess and advise on exam support provisions which may be required. If a student is granted DSA, this funding is used by the student to purchase equipment or support hours to assist them with his/her course. The college ALS service can provide advice and support on the process to be followed.

6. Quality

- 6.1 The Senior Learning Support Assistants will regularly monitor ALS learners' electronic records completed by Learning Support Assistants and course areas. This process is subject to internal and external audit procedures.
- 6.2 The performance and progress of students receiving support will be reviewed termly by LSAs using the Person Centred Approach to indicate the impact of the support provided.
- 6.3 If a learner declines support and holds an EHCP, this must be reported to central ALS who will notify the LA.
- 6.4 If a learner declines support but does not hold an EHCP, a decline form must be signed and the learner is made aware that they can access support at any point in the year. The LSA will review the decline of support at every ALS review throughout the year.

- 6.5 The Head of Foundation Learning and High Needs will ensure and maintain all LA records and agreements connected to high needs learners/EHCPs.
- 6.6 The Head of Foundation Learning and High Needs will be responsible for ensuring funding for learners is monitored and will inform the Assistant Principal for Curriculum and Quality Improvement immediately if funding usage reaches 80% of the annual allocation for agreed groups and bandings.
- 6.7 The Head of Foundation Learning and High Needs will provide reports on additional learning support as required by CIS and the senior management team.
- 6.8 ALS procedures are reviewed on a regular basis and feedback is sought from learners and staff to determine its effectiveness and appropriateness. Procedures may be amended as necessary to respond to new legislation, funding restrictions or feedback received.

7. Staffing

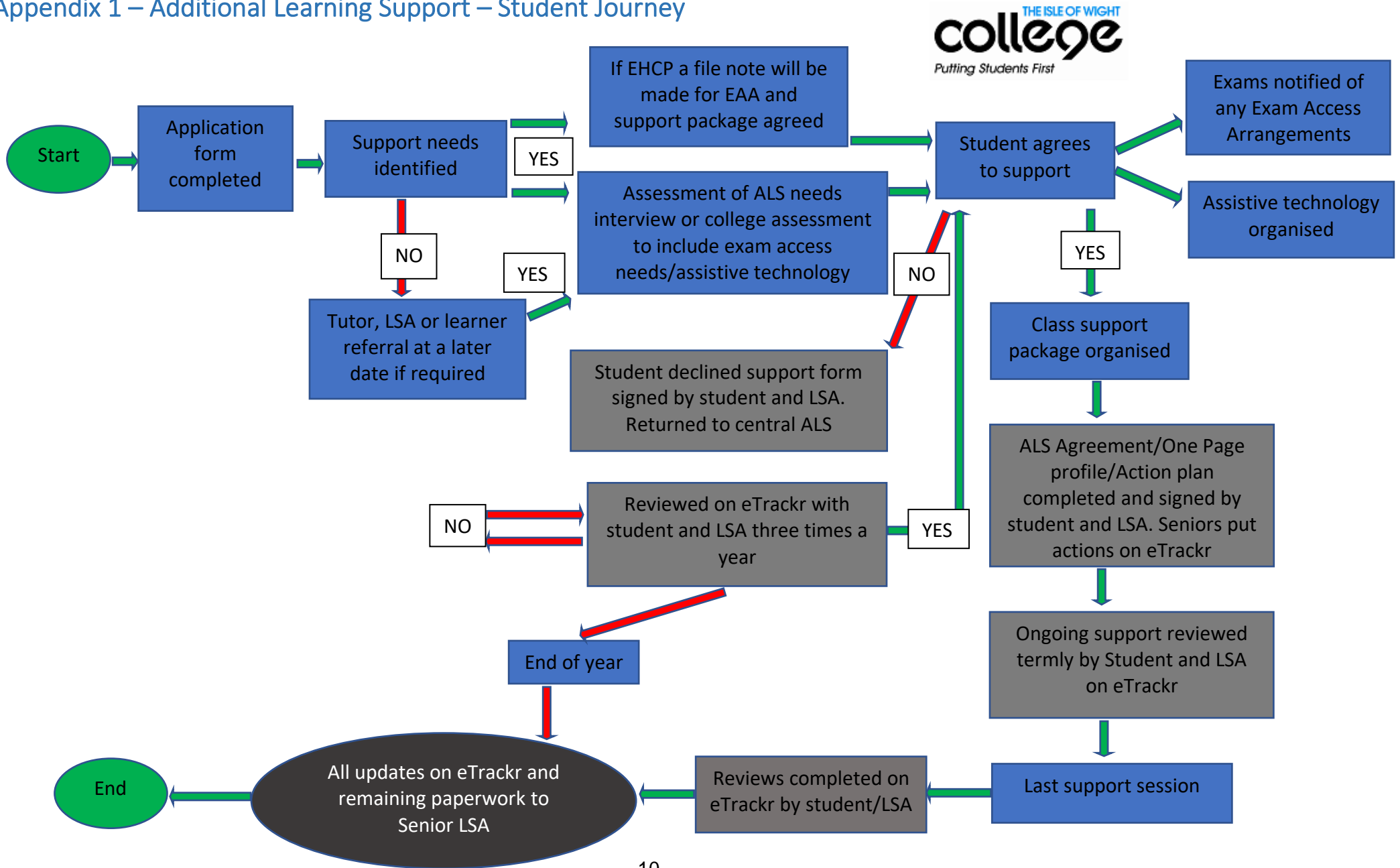
- 7.1 The college will provide appropriate and qualified staff for the delivery of additional learning support, one to one teaching and other support for learners with learning difficulties and / or disabilities. Support will be delivered by a central team of ALS lecturers and a cross college team of learning support assistants who work within the class/workshop area, small groups or one to one as appropriate. External professionals may also be used if required to meet the needs of the learner (e.g. BSL signers).

8. Staff development

- 8.1 Individual staff development needs are assessed through the appraisal process for both academic and support staff and this informs the Human Resource Development (HRD) plan for the college; special consideration is given to development related to equality and diversity.
- 8.2 Regular updating of training relating to specific learning difficulties and disabilities is held for all learning support assistants and learning support lecturers. The training sessions are led by recognised experts from within and external to the college. There is also a professional qualification offered through the college, which all Learning Support Assistants undertake.
- 8.3 Specialist training is undertaken by LSAs in order to be able to meet learners' needs and examples of past training include ELKLAN (speech and language training at LV3), What's the Message (safe restraint and behavioural de-escalation training), assistive technology use including Immersive Reader and ALERT (sensory training).
- 8.4 In addition, the ALS team will offer training and guidance to college staff to assist them in supporting learners to take control of their own learning and develop as independent learners.

- 8.5 Teaching teams will ensure changes and adaptations in recognition of learners' needs as required in both classroom and workshop activities.
- 8.6 The ALS team will also support the process of continuous improvement in the quality of teaching and learning.

Appendix 1 – Additional Learning Support – Student Journey



Appendix 2 – ALS equipment loan

ADDITIONAL LEARNING SUPPORT EQUIPMENT LOAN For the academic year 2020/21

Student's Details

Name: _____ Date of Birth: _____

Course: _____ Contact number: _____

Address: _____

Details of Loan

Laptop make/model: _____

Serial number: _____ ALS Number: _____

Other item loaned:
Dictaphone, book etc _____

Start date of loan: _____ Date due back: _____

Date returned: _____ Received by: _____

CONDITIONS OF LOAN

Please read carefully and tick the boxes to indicate that you have understood the conditions of the loan:

1. The student/staff member must take care of the equipment, not leave it unattended and return it to ALS in the condition it was lent.
2. The equipment is loaned for the sole use of the named student and must not be lent to anyone else, or be used by anyone else to do their work on.
3. Carry cases must be used to transport equipment.
4. All repairs must be carried out only by the Isle of Wight College technicians.

Revised June 2020

In the case of laptops:

1. The student is advised to remove all personal files before returning the laptop.
2. All additional equipment (bag, charger etc.) must be returned with the computer.
3. Students **must not** download any software onto the laptop. If the student needs to download software, they must first receive permission from the Head of Additional Learning Support.
4. The laptop is protected by a time limited password. The password **MUST NOT** be changed. The password expires at the end the academic year when laptops should be returned to the learning support department. You will be unable to log onto the laptop once the password expires.
5. All laptops should be returned in good working order. If the laptop is not returned you will be contacted. Failure to return the equipment at this stage will result in you being charged for the full cost of the laptop. The amount owing will be passed to the college finance department to process as a debt which you will be liable for.

Declaration:

I agree to abide by the above conditions and return the laptop by the stated time.

Student's signature: _____

Parent / Guardian signature: _____
(if student is under 18)

Loan agreed by: _____

Date: _____

Revised June 2020

Appendix 3 – Declaration of health and student support needs



DECLARATION OF HEALTH AND STUDENT SUPPORT NEEDS FOR FULL AND PART TIME STUDENTS 2020/21

Any information given on this form will not be used in the assessment of your application but will help us identify any support you may require to make the most of your studies. The College wants to give you any extra help that you may need, the information on this form will only be passed to The Learning Support staff, your Personal tutor and any lecturers who may need to know.

Title of Course Applying For:	
Name:	Date of Birth:

Emergency Contacts: One should be your next of kin who we can contact in case of an emergency:

Name:	Relationship to Student:	Daytime No:	Mobile:
Name:	Relationship to Student:	Daytime No:	Mobile:
Doctors Name:	Doctors Surgery:	Telephone number:	

<p>Have you had, or do you have any of the following: (Please tick as appropriate)</p> <p><input type="checkbox"/> - Diabetes</p> <p><input type="checkbox"/> - Asthma</p> <p><input type="checkbox"/> - Epilepsy</p> <p><input type="checkbox"/> - Serious Allergies, if yes please specify in space below:</p> <p><input type="checkbox"/> - Eczema</p> <p><input type="checkbox"/> - Heart Condition</p> <p><input type="checkbox"/> - Hepatitis</p> <p><input type="checkbox"/> - HIV</p> <p><input type="checkbox"/> - Prefer not to say</p> <p><input type="checkbox"/> - Other, please specify in space below:</p>	<p>Have you ever been tested for the following? (Please tick as appropriate)</p> <p><input type="checkbox"/> - Tuberculosis</p> <p><input type="checkbox"/> - Rubella (German Measles)?</p> <p>Have you had the following vaccinations/ immunisations:</p> <p><input type="checkbox"/> - BCG (Vaccination for Tuberculosis)</p> <p><input type="checkbox"/> - Rubella (German Measles Immunity)</p> <p><input type="checkbox"/> - Meningitis C</p> <p><input type="checkbox"/> - Tetanus</p> <p><input type="checkbox"/> - Polio</p> <p>Are you currently taking any medication prescribed by a Doctor, e.g. inhaler?</p> <p><input type="checkbox"/> - Yes <input type="checkbox"/> - No</p> <p>If yes, are you likely to suffer any side effects?</p> <p><input type="checkbox"/> - Yes <input type="checkbox"/> - No - if yes please specify in space below:</p>
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Please turn over...

If you have a particular learning requirement, support may be provided to assist you in your studies.

Please select all disabilities and learning difficulties that apply:

- x - I don't have a disability or learning difficulty
- 4 - Visual impairment
- 5 - Hearing impairment
- 6 - Disability affecting mobility
- 7 - Profound complex disabilities
- 8 - Social & emotional difficulties
- 9 - Mental health difficulty
- 10 - Moderate learning difficulty
- 11 - Severe learning difficulty
- 12 – Dyslexia
- 13 - Dyscalculia
- 14 - Autism spectrum disorder
- 15 - Asperger's syndrome
- 16 - Temporary disability after illness (e.g. post-viral) or accident
- 17 - Speech, Language and Communication Needs
- 93 - Other physical disability
- 94 - Other specific learning difficulty (e.g. Dyspraxia)
- 95 - Other medical condition (e.g. epilepsy, asthma, diabetes.
- 96 - Other learning difficulty
- 97 - Other disability
- 98 - Prefer not to say

Do you have an Education, Health and Care Plan (EHCP)? YES / NO

If you have any further information about your support needs that you feel is relevant, please can you provide a copy of the documentation to chloe.camoccio@iwcollege.ac.uk and samantha.rooney@iwcollege.ac.uk or post to The Additional Learning Support Team, FREEPOST PT539, The Isle of Wight College, Newport, PO30 5TA

DECLARATION:

I declare that the details given on this questionnaire are correct to the best of my knowledge.

PARENT/CARER MUST CHECK DETAILS AND SIGN BELOW IF STUDENT IS UNDER 19.

This form will be used by the relevant staff - admissions team, additional learning support team and a nominated curriculum member of staff from your chosen course(s) to ensure that the relevant support is available to you. This document will be uploaded onto a secure database which only the staff members mentioned will have access to.

I give permission for my information to be disclosed: YES/NO (please circle)

Signature of Student: _____

Date: _____

Signature of Parent/Carer (if student is under 19): _____

Date: _____

Please be aware that if you do not allow the College to disclose any of the above information we cannot then be responsible if any of your specific needs are not met.

Appendix 4 – ASL Assessment Booking Form

ALS Assessment Booking Form 2020- 2021

Please complete ALL parts of the form providing detailed information

Learner's Name:		Mobile Tel No:	
DOB:		Age:	
Course Title:		Course Level:	
Course Tutor:		Personal Tutor:	
FS/GCSE Course		FS/GCSE Tutor (s)	

Check list regarding student's NORMAL way of working. Additional evidence to support Access Arrangements. This must be FULLY COMPLETED

Time	Yes	No
Always finishes tasks after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks/assignment titles		
Reading	Yes	No
Needs reader in class		
Avoids reading out loud		
Has problems following written instructions		
Finds it difficult to quickly get the idea of what s/he has read		
Finds it hard to remember what s/he has read		
Written work	Yes	No
Handwriting difficult to read		
Has difficulty in copying from the board		
Finds taking notes hard		
Works on laptop/computer rather than writing		
Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		
Grammar and punctuation insecure		
Memory & Concentration	Yes	No
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages, appointments etc		
Needs to have instructions repeated		
Needs to have instructions written down		
Practical Tasks n/a	Yes	No
Good with practical tasks		
Prefers practical tasks to written ones		
Understanding better if able to consolidate learning through practical experience		
Organisation	Yes	No
Organisational skills are weak - loses things, forgets items s/he needs to bring		
Finds it hard to meet deadlines		
Has difficulty working efficiently		

Vision		Yes	No		
Needs large print version					
Uses coloured overlay when reading. Please state colour					
Benefits from handouts on coloured paper					
Exams		Yes	No		
Finds revising for exams difficult					
Unable to finish an exam in the time allowed					
Panics when faced with tests					
Needs to take frequent rest breaks					
Needs timely reminders to stay focused on task					
How do the learner's difficulties impact on teaching and learning in the classroom?					
What adjustments are made in lessons by tutors/LSA's e.g enlarged text, coloured paper, quiet space, use of IT etc					
Exam information from previous school					
Name of previous school:					
Exam arrangements in school:					
We would like to contact your school for previous Exam Access Arrangements. Are you happy for us to obtain this information?		Yes	No		
Other relevant information (eg, was the learner supported at school, medical conditions, etc):					
Assessment availability - what days/times is the learner in college and available for an assessment?					
	Monday	Tuesday	Wednesday	Thursday	Friday
AM					
PM					
Signature of Tutor/LSA referring :		Date:			
Signature of Senior LSA:		Date:			
Learner understands that s/he must bring any corrective device such as reading glasses, to the assessment, or it cannot proceed.		Yes	No		
Learner informed it will take up to 1½ hours?		Yes	No		
Student Declined ALS Assessment/Exam support					
Student understands what is involved but does not wish to receive any exam support at this time. It is understood that exam support can be requested in the future if deemed necessary and takes place within the examination boards deadline for applications					
Student's Signature of decline			Signature of Senior LSA		
<i>If the student declines exam support and is under 18, this information will be shared with parents</i>					
Please return this form to your Senior LSA. An appointment will be made and both you and the class Tutor will be informed by e-mail. Please inform ALS on ext 2451 if the learner is unable to attend.					

Visual Difficulties Screening Protocol		
Questions on eye and vision history		Comments and notes
1	Have you any history of visual difficulties/problems with sight/visual impairment?	
2	When did you last have a sight-test by an optometrist (optician)?	
3	Was any prescription made? YES/NO	
	If YES , were you advised to wear prescription glasses/contacts for distance (e.g. for watching TV or for driving) or near (e.g. for reading) or both ?	
	If YES , do you wear the prescribed glasses/contact lenses? YES/NO	
	If NO , why not?	
4	If YES , do you have the glasses/contact lenses with you today? YES/NO	Prescribed glasses/contacts should be worn for a SpLD assessment.
5	Have you ever used coloured overlays/colour tinted glasses? YES/NO . If YES :	
	Who advised and provided them?	
	Why were they recommended?	
	Did they help? If YES , in what way?	
	Do you still use them? If not, why not?	
Questions on eye and vision history		
6	Approximately how many hours per working/study day do you spend at a screen (phone, tablet, computer) etc?	
7	Approximately how many additional hours per working/study day do you spend reading books, newspapers, comics or other paper-based texts?	
8	Has your screen/reading/near work time increased recently? If so, by how much?	

Visual Difficulties Questionnaire		Never	Rarely	Sometimes	Often	Always
1	Do you get headaches when you read?					
2	Does reading make your eyes feel sore, gritty or watery?					
3	Does reading make you feel tired or sleepy?					
4	Do you become restless or fidgety or distracted when reading?					
5	Do you become less comfortable the longer you read?					
6	When do you prefer dim light to brighter light for reading?					
7	Does reading from white paper seem too bright or glaring?					
8	Do parts of the white page between the word form patterns when you read?					
9	Does the print or background shimmer or appear coloured as you read?					
10	Does print appear to jitter or move on the page as you read?					
11	Do you screw your eyes up when reading?					
12	Do you rub your eyes to relieve the strain when you are reading?					
13	Do you move your eyes around or blink to keep text clear when you are reading?					
14	Do you use a marker or your finger to stop you losing the place when you read?					
15	Do you cover or close one eye when reading?					
16	Do you lose your place when reading?					
17	Do you re-read or skip words or lines when reading?					
18	Does text appear blurred, or go in and out of focus, when you read?					
19	Do objects in the distance appear more blurred after you have been reading?					
20	Do the word, page or book appear double when you are reading?					
<p>N.B. Response categories for this protocol: Always = every day. Often = several times a week. Sometimes = 2-3 times a month. Rarely = only once every few months/a year.</p>						