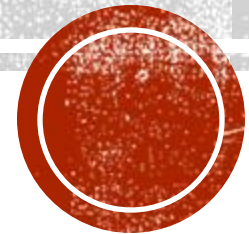


UNDERSTANDING ACCESS ARRANGEMENTS



Arrangement	Reason for arrangement	Requirements
Supervised rest breaks	Allow students to pause during exams due to medical, mental health or fatigue-related needs.	• Normal way of working • Medical evidence (not from GP)
25% extra time	Supports students who need more time to read, process information or write.	• Normal way of working • Assessed*: 2 below average scores (processing speed, reading speed or writing speed) • Trialled rest breaks
Computer reader/reader	Supports access to text for students with reading difficulties.	• Normal way of working • Assessed*: reading
Reader pen	Supports access to text for students with reading difficulties.	• Normal way of working
Scribe/speech recognition	For those with physical or processing difficulties that affect writing.	• Normal way of working • Assessed*: legibility of writing, spelling • Trialled rest breaks
Word processor	For students who work more effectively by typing or who have illegible handwriting.	• Normal way of working
Prompter	Arrangements to support with attention, organisation or time management issues.	• Normal way of working • Medical evidence (not from GP)
Choice of seat in one of main venues	For students who have a substantial impairment who need specific seating arrangements	• Normal way of working • Medical evidence (not from GP)
Other arrangements	Individual need identified (e.g. diabetic, colour blind)	• Normal way of working • Medical evidence (not from GP)

*Assessments are carried out by Ms Verma using specialised tests for these arrangements.



WHAT ARE ACCESS ARRANGEMENTS?

- Access Arrangements are additional support given to students with identified needs to support them in their examinations.
- Access arrangements are ideally provided for all examinations; we need evidence that this is the individual's normal way of working.
- It can include the following:
 - Supervised Rest breaks;
 - Extra-time;
 - Human Reader or Reader Pen;
 - Laptop;
 - Scribe/speech-to-text or laptop with spell check enabled;
 - Prompter;
 - Choice of seat in one of main venues.
- This list is not exhaustive but for other arrangements we need to apply to individual exam boards for permission.
- All students are assessed by Ms Verma. We cannot accept private assessments unless this has been agreed by Ms Verma in advance.



ACCESS ARRANGEMENTS FOR STUDENTS WITH MEDICAL NEEDS

- We can grant access arrangements to students with known medical needs e.g. ADHD, ASD, diabetes – **if a student has a medical need you do not need to be assessed for support.**
- To provide support we require evidence from an appropriately qualified specialist in that field e.g. counsellor or consultant
- The specialist needs to clearly state what support is needed and why this is required.
- This would then need to be the student's normal way of working and have evidence that it is used consistently.
- **We cannot accept evidence from a GP!**



ACCESS ARRANGEMENTS FOR STUDENT WITH AN EHCP

- If students have an Educational Health Care Plan (EHCP) we can provide any support, as long as it is the students normal way of working, and we have evidence that they usually use this support.



SUPERVISED REST BREAKS

- Rest breaks allow a student to take a short break from the exam and the time that is taken is added onto the exam at the end.
- We can provide rest breaks to candidates with a need as long as it is their normal way of working and they usually use rest breaks in assessments or need time-outs in class.
- Students cannot read or write anything during a rest break.
- Students do not need to be assessed to qualify for rest breaks but this needs to be their **normal way of working** in assessments and we **require medical evidence**.

We must try this before looking at other support.



EXTRA TIME

- Extra-time is usually provided as 25% extra-time which is added to the end of the examination.
- To qualify for extra-time, students **need to be assessed** on either their handwriting speed, processing speed or reading speed.
 - We require **2 below average scores** and we need to provide evidence that we have **trialled rest breaks**.
- We also need to show that extra-time is their **normal way of working**.
- If you qualify for extra-time, students **must** remain in the exam hall until the end of the extra-time, even if they have finished.
- Please note that if a student's handwriting speed is below average this score cannot be used if the student is also using a laptop.



HUMAN READER

- Some students find it helpful to have written instructions read to them.
- Students can use a reader in any subject where reading is not being assessed as a skill:
 - A **human** reader cannot be used in the reading section of the English Language paper (Section A) but if a student qualifies for a human reader, they may use a reader pen.
 - A reader cannot be used for foreign languages.
- Students can only have the questions, or their answers read to them, and they must ask if they would like this.
- Students **must be assessed** to have a human reader or computer reader.



READER PEN

- Some students find it helpful to have written instructions read to them. We can use a reader pen to support with this and students can scan text and have it read out loud through headphones.
- They can use a reader pen in any subject.
- Students can use a reader pen to read questions or their answers.
- This needs to be the student's **normal way of working**.



LAPTOP

- A laptop can be provided if students have a medical condition which makes it difficult to write for extended periods or if their handwriting is illegible or slow.
- Students do not need to be assessed to use a laptop but this needs to be their **normal way of working**.



SCRIBE / WORD PROCESSOR WITH SPELL-CHECK ENABLED / SPEECH TO TEXT

- A scribe writes exactly what students dictate to them, and they are only offered to support students whose written work would not be legible due to spelling difficulties. We are moving towards speech to text in place of scribes to prepare for adulthood.
- Students will be asked to spell words and indicate where they would put in punctuation, otherwise they will not be awarded marks for SPAG which can significantly affect their marks.
- If students use a word processor with spell-check enabled, they will not be awarded marks for spelling.
- A scribe / word processor with spell-check enabled / speech to text software must be their **normal way of working** and they **need to be assessed** and have a below average spelling score.



PROMPTER

- A prompter can support students who struggle to focus and have difficulties keeping track of time.
- They can prompt students if they are day-dreaming and can suggest when they need to move onto the next part of the examination if they are taking too long on one part.
 - Please note that it can be difficult to know if a student is thinking about their answer or distracted. We would need to agree a prompt to use.
- Students do not need to be assessed to qualify for a prompter but this would need to be their normal way of working.



OTHER ARRANGEMENTS

- As a center, we are able to put other arrangements in place for specific needs. These would be assigned on a case-by-case basis.
- These might include:
 - Colour naming if you are colour blind
 - Access to a medical device (e.g. if you are diabetic)
 - Non-electronic ear defenders
 - Colour overlay
 - Choosing your seat within the main venue



IMPORTANT INFORMATION

- Medical information **cannot come from a GP** and must be from an appropriately qualified medical professional.
- All access arrangements must be **normal way of working** before assessing and applying for support.
- We cannot process late requests – students are given ample time to inform us of the support they need, so if they do not request support by the deadline given, it may not be possible to accommodate.
- To avoid disappointment please encourage your child to complete the survey when it is sent and discuss with them.

