

Access Arrangements for Examinations



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

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Next Review Due: June 2027

Abbreviation		Explanation
AAB	Academic Achievement Battery	A group of tests that measures basic reading, spelling, and comprehension quickly and thoroughly to get an accurate overview of an individual's academic skills.
ALNCO	Additional Learning Needs Coordinator	A designated person within a school setting who has responsibility for co-ordinating support for pupils with additional learning needs.
CTOPP-2	Comprehensive Test of Phonological Processing Second Edition	This test assesses reading-related phonological processing skills.
DASH	Detailed Assessment of Speed of Handwriting	This test is used to analyse the speed and legibility of a person's handwriting. The DASH assessment identifies words per minute in relation to national averages, under both test and non-test conditions.
EAL	English as an Additional Language	This is a term used to describe the teaching of English where it is not a person's first language.
IDP	Individual Development Plan	A plan that is reviewed at least yearly that outlines the additional learning provision that has been put in place to meet a pupil's needs.
ILP	Individual Learning Plan	A plan that outlines shorter-term provision that is delivered through intervention to help pupils to 'catch-up' with their peers.
JCQ	Joint Council for Qualifications	A membership organisation comprising the eight largest providers of qualifications in the UK. The JCQ provides a single voice for its members on issues of examination administration and, when appropriate, qualification and wider education policy.
NEA	Non-Examination Assessment	AN internal assessment measuring subject-specific knowledge and skills that cannot be tested by timed written papers.
SAS	Standard Age Score	A recognised benchmark to measure against a national sample of pupils of the same age.

1. Rationale

King Henry VIII 3-19 School aims to follow and meet the Joint Council for Qualifications (JCQ) Criteria for Access Arrangements and Reasonable Adjustments.

Access Arrangements are agreed before an assessment, allowing learners with additional learning needs, disabilities or temporary injuries to:

- access the assessment;
- show what they know and can do without changing the demands of the assessment

The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments.

JCQ Document on Access Arrangements and Reasonable Adjustments

2. Aims

- The security and integrity of examinations and controlled tasks will be maintained
- Candidates with identified additional learning needs and / or disabilities will be enabled to have access to appropriate courses, examination specifications and assessment processes within the JCQ Framework
- Reasonable adjustments will be made to allow candidates with additional learning needs and /or disabilities to complete examinations, controlled tasks and overcome a disadvantage by following the JCQ Framework

- Reasonable adjustments will consider the needs of the candidate, the effectiveness of the adjustment, the cost of the adjustment and the likely impact of the adjustment upon the candidate and other candidates
- The Equality Act 2010 definition of disability will be used to determine those candidates who will meet the JCQ criteria for Access Arrangements and Reasonable Adjustments
- A thorough, evidence based, process will allow identification of individual need
- The outcomes of screening processes, tracking and monitoring and information on individual student additional learning needs / disabilities will be considered when compiling evidence and processing applications to the JCQ

3. Roles and Responsibilities

The approach to providing access arrangements or reasonable adjustments for pupils with additional learning needs and/or disabilities will be whole school. All staff in the school will ensure that it is embedded within the normal school curriculum and provision. The overall responsibility for meeting the JCQ Framework, collating evidence and processing applications for access arrangements and reasonable adjustments remains with the Access Arrangements Specialist Assessor and the Additional Needs Coordinator (Senior ALNCO).

Teachers

- Record and report any concerns on pupil progress to the Access Arrangements Specialist Assessor, or Senior ALNCO
- Ensure information and evidence of normal ways of working for identified individuals is recorded and shared with Subject Leaders, Access Arrangements Specialist Assessor and the Senior ALNCO as requested
- Evidence a pupil's normal way of working through data collection sheets or pieces of work illustrating any reasonable adjustments that are made
- Ensure the normal way of working is applied to controlled tasks, mock examinations and examination style questions, in line with the expectations of each arrangement
- Provide evidence of timed tests, along with comments referring to how the pupil used their extra time

The Subject Leader

- Review the attainment of pupils and alert the AHT with responsibility for the phase, Access Arrangements Specialist Assessor and/or Senior ALNCO of any concerns regarding a pupil's progress
- Liaise with members of the Inclusion Team where additional guidance and/or support, is deemed to be necessary
- Co-ordinate provision for access arrangements and reasonable adjustments for pupils with additional learning needs and/or disabilities in their department
- Contribute to the training of staff in their department on developing practice in relation to additional learning needs

AHT with responsibility for a Phase

- Monitor the progress of all pupils in their phase of learning, passing on any concerns that are identified to the Senior ALNCO
- Liaise with teaching staff in relation to pupil provision and progress

Teaching Assistants

- Record and report any concerns around pupil progress or normal ways of working to the Access Arrangements Specialist Assessor or Senior ALNCO
- Liaise and advise teaching staff in relation to access arrangements and reasonable adjustments for individual pupils
- Attend briefings that relate to access arrangements for pupils that they support
- Support the Examination Officer in guiding pupils with ALN to designated exam rooms during the examination period

The Examination Officer

- Pass on information regarding access arrangements and reasonable adjustments to the Access Arrangements Specialist Assessor and the Senior ALNCO
- Maintain an up-to-date register of pupils with approved access arrangements applications and the end date of the applications
- Produce the timetable of access arrangements and reasonable adjustments for examination series for the Access Arrangements Specialist Assessor and Senior ALNCO to confirm
- Implement appropriate invigilation support, based on the JCQ Framework
- Provide organisational and administrative support ensuring the effective delivery of examinations for candidates with access arrangements and reasonable adjustments
- Ensure pupils know of, and understand, their access arrangements through timetabled awareness raising talks and by sending all relevant information to their given home or email address

Access Arrangements Specialist Assessor

Conduct appropriate tests that meet JCQ requirements for access arrangements and reasonable adjustments

- Collate evidence for pupils and complete Form 8 paperwork (a legal document that is required by the JCQ to request specific access arrangements)
- Gather relevant evidence and liaise with teachers, parents/carers to agree appropriate access arrangements for pupils with ALN
- Apply for access arrangements through the online system, with the Examination Officer, within the timescales identified
- Communicate the approved access arrangements and reasonable adjustments to the Examinations Officer and staff
- Contribute to the in-service training of staff regarding access arrangements and reasonable adjustments

Support Agencies

Various support agencies, including speech therapists, the Monmouthshire Specialist Teaching Service (MoSTS), physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff provide support and oversight for individual pupils. They will provide further evidence to support the application for access arrangements and reasonable adjustments.

4. Identification and Provision

Joint Council for Qualifications Information

Access Arrangements allow pupils with additional learning needs, disabilities or temporary injuries to access the assessment. They allow pupils to show what they know without changing the demands of the assessment, meeting the needs of individuals without affecting the integrity of the assessment. Awarding bodies therefore comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into the adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long-term adverse effects on normal day to day activities

Through the identification process, we will consider:

- the 'limitations going beyond the normal differences in ability which may exist among people' (statutory guidance on disability);
- substantial needs (meaning more than minor or trivial);
- long term needs (the need has existed for more than 12 months)

Factors which are considered to have a substantial adverse effect may include:

- persistent and significant difficulties in reading and understanding written material where this is the person's home language, due to a learning need, sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty in understanding or following simple verbal instructions;
- physical impairment

Process of identification, collation of evidence and approval

In order to process a successful application, evidence is required to demonstrate:

- evidence of a disability (Equality Act definition);
- history of need;
- history of provision;
- evidence from teachers and support staff identifying the normal way of working through completion of the 'normal way of working form'
- assessment completed by a specialist teacher not before Year 9
- evidence of timed tests and mock exams showing the application of extra time, with teacher comments stating how the extra time was used (NB. a range of subjects is needed for each pupil)

The process of collating evidence begins when students join KHS in Year 7. Screening (reading, spelling and handwriting), tracking and monitoring and whole school assessment, reporting and recording systems are used. This is further supported by IDP and ILP reviews.

Specialist assessments cannot be completed earlier than Year 9 in order to use this assessment as evidence for access arrangements. All applications for Access Arrangements have to be made through the Specialist Teacher within the school setting. Independent reports will not be used to make applications, but will be considered by the Senior ALNCO and steps taken to follow the JCQ guidance (evidence gathering – history of need, history of provision and normal way of working) and proceed to assessment where appropriate.

The process of assessment:

- Normal way of working requests during Year 9 and on-going
- Year 9 Assessment of reading, spelling, writing speed completed by the Specialist Assessor (By May)
- Further collation of evidence from teaching / support staff (June/July)
- Discussion with parents and students (July - Oct)
- Completion of paperwork to present to JCQ – history of need and provision, normal way of working, assessment results, diagnostic report (ongoing throughout Year 9)
- Applications made through the JCQ (Deadlines based on entries)
- Approved applications shared with staff/pupils/parents/carers (based on application date)

The approved application lasts two years. Therefore, re-assessment is completed for students returning to Year 12, who have been in receipt of access arrangements during the first Half Term. Evidence of normal way of working, history of need and provision is carried forward from the previous approved application.

5. Monitoring and Evaluation

In order to ensure the approved access arrangement remains the normal way of working in examinations, forms are completed at the end of each examination. At the end of an examination series, information is compiled and where arrangements have not been used, they are withdrawn. Where arrangements have been used in specific skillsets, the arrangement is specified for certain subject areas.

The overall systems and process in place for access arrangements and reasonable adjustments are evaluated annually, in-line with re-issued JCQ information.

The JCQ Centre Inspection Service will inspect each centre and expect to see appropriate documentation to substantiate the use of an access arrangement processed online. An awarding body may have to withdraw approval for a centre if a centre has clearly failed to comply with its obligations in respect of identifying the need for, requesting and implementing access arrangements.

6. Review of the Guidance

This Guidance Document is due to be reviewed annually, based on the annual JCQ Publication of Access Arrangements and Reasonable Adjustments.

7. Available Access Arrangements

In order to process an access arrangement, evidence must be in place to show:

- the candidate has a disability (Equality Act 2010 definition) or a special education need;
- there is a history of need (long term is more than 12 months), which has a substantial impact on their learning / access;
- there is history of provision, indicating the ways of working to overcome the difficulty;
- this way of working is the candidate's normal way of working across their learning;
- assessment evidence to verify this arrangement should be in place

Evidence can be in the form of letters or reports from

- SPACE Wellbeing, or ND (ABUHB)
- CAMHS
- HCPC registered psychologist
- Registered specialist medical consultant
- Psychiatrist
- Speech and Language therapist
- Specialist services (e.g. SENCOM or Occupational Health)

Current EHCP Plans, Statements of Special Educational Needs or Individual Development Plans can also be used as evidence of specific candidate needs, as can appropriate medical evidence that clearly states a candidate's difficulty.

Arrangement	Explanation	Exceptions	Evidence	Assessment Evidence Requirement
25% Extra Time	Pupils have 25% additional time in all exams and NEAs.	None	Work completed within the normal time and work completed with extra time showing a difference in quantity and quality. Completion of a normal way of working form.	Assessment Evidence can include: 1. An assessment score showing speed of processing below SAS 85 in two different areas 2. Reading fluency below SAS 85 3. Handwriting speed below SAS 85 (DASH Test) 4. Phonological processing below SAS 85 (CTOPP-2) 5. Low Academic Achievement Battery (ABB) scores The candidate must have at least two substantially below average standardised scores (<85) from two different areas related to speed of working.
26% to 50% extra time	Pupils have 26%-50% additional time in all exams and NEAs. The exact time is determined on an individual basis, based on a candidate's level of need and their normal way of working.	None	Evidence of work with and without reasonable adjustments being made, clearly showing the level of need. Normal way of working forms and teacher/staff comments. Medical evidence if available.	The candidate must have at least two substantially below average standardised scores (<69) from two different areas relating to speed of working.
Language modified papers	A Language Modifier should be a rare and exceptional arrangement and must only be considered for those whose disability has a very substantial and long-term adverse effect upon their ability to access and process information. A Language Modifier clarifies the carrier language used in the examination paper when requested to do so by a candidate. They must not explain technical terms or subject-specific terms as the ability to	None	Evidence from teaching staff for normal way of working, alongside evidence showing that all other access arrangements have been considered and found to be unsuitable.	As part of the supporting evidence to an awarding body, the candidate must have a standardised score of 69 or less (a substantially below average standardised score) in relation to reading comprehension and/or vocabulary.

	understand these terms is part of the assessment.			
Word Processor	Access to a laptop, but with spell check, predicted text and the internet disabled. Answers must be typed into a blank word document. A header and footer is needed and size 12 font with double spacing is required.	NEAs based on individual subject regulations.	Evidence of written work and typed work with the key differences identified (i.e. legibility, quantity, quality). Completion of a normal way of working forms showing persistent and significant difficulties with writing, planning and organisation, which are significantly improved with the use of a word processor.	Assessment to show the difference between handwriting and typing (quality, quantity or legibility). DASH Freewriting and Typing.
Use of a word processor with the spelling and grammar check switched on	Where the centre has approval, the use of a scribe, and where it reflects the candidate's normal way of working within the centre, as appropriate to his/her needs, the candidate may alternatively use: • a word processor with the spelling and grammar check switched on; or • a word processor with predictive text/spelling and grammar check switched on.	This arrangement will not be permitted in ELC, GCSE and GCE AS, A-level Modern Foreign Language specifications. The candidate will not have access to marks awarded for spelling, punctuation and grammar.	Evidence from teaching staff to suggest an impairment has a substantial and long-term adverse effect on the candidate's writing or medical evidence to suggest that a candidate cannot write, type or use braille independently, or at sufficient speed to record their answers, even with extra time allowed, because of a substantial and long-term impairment. Completion of a normal way of working form	A below average standardised spelling accuracy score (84 or less) with unrecognisable spelling attempts. In addition, a below average standardised score for writing speed (SAS 84, or less). Evidence of written work needs to be provided.
Reader (also applies to a computer reader)	Pupils have access to an adult to read anything in the exam paper to them. They can request that the adult read back what they have written.	A reader is not allowed in exams / NEAs testing a student's ability to read.	Completion of a normal way of working form to show that the candidate has significant and persistent difficulties in accessing written text.	An assessment showing reading is below SAS 85 AAB single word reading, accuracy, fluency or comprehension below SAS 85
Scribe (also applies to Voice Recognition Technology)	Pupils have someone to write on their behalf. Everything dictated is written and the student can request that the scribe read back what they have written. Pupils do not gain any marks assigned to quality of written communication.	A scribe is not advised in exams / NEAs testing a student's ability to write. The use of a scribe for each individual should be considered based upon need and weighting of QWC marks.	Examples of work which have been scribed and work which has been handwritten by the candidate. Outcomes must clearly show the benefit of using a Scribe. Completion of a normal way of working form.	An assessment indicating severe difficulties with written communication, linked with processing speed and / or spelling. WRAT5 spelling and DASH. <i>There must be additional evidence to process this application, for example a Statement of SEN, IDP, medical information and / or an Educational</i>

				<i>Psychology Report. The candidate cannot be proficient in the use of a word processor.</i>
Rest Breaks	The exam can be paused and restarted as the pupil requests. This provides an opportunity for the student to refocus.	None	Completion of a normal way of working form	Evidence must clearly show that the candidate has an impairment which has a substantial and long-term adverse effect. There are persistent and significant difficulties within the meaning of the Equality Act, giving rise to a genuine need for this arrangement.
Reader Pen Read Aloud	A pen which reads a scanned word/s to a pupil. The student can read out loud (and therefore requires a separate room)	None The pen must not have a dictionary or thesaurus built in and must belong to the centre.	Completion of a normal way of working form, clearly showing how the pupil persistently struggles to understand what they have read.	Assessment data showing a history of need and where reasonable adjustments are made to support reading.
Prompt	The desk can be tapped or the name of the student said as a prompt for them to focus.	None	Completion of a normal way of working form to show a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.	None
Bilingual Dictionary (and extra time of 25%)	Use of a bilingual dictionary in the home language.	A bilingual dictionary and 25% extra time is not normally available to candidates entered for the following Level 3 qualifications: • AQA Applied General qualifications • AQA Level 3 Certificate in Mathematical Studies • AQA Level 3 Technical qualifications • BTEC Nationals • Cambridge Technicals (Level 3) • GCE AS and A-level qualifications • OCR Level 3 Certificates • WJEC Level 3 Applied qualifications	Completion of a normal way of working form. Written evidence from teaching staff and any other members of staff who has a working relationship with the candidate.	If extra time is to be awarded the candidate needs to have taken up residence in the UK within the past three years and not have had any English language teaching. English cannot be spoken in the family home and the candidate has to refer to the bilingual translation dictionary regularly so that examination time is used for this purpose - delaying the answering of Questions. The provision of 25% extra time reflects the candidate's normal way of working with the dictionary.

Modified Papers	These can be enlarged or photocopied onto coloured paper.	None	Completion of a normal way of working form.	None
Alternative rooming arrangements	Completion of the examination in a smaller space/room, separate from the main exam hall.	None	Written evidence showing a candidate's disability, which can include a long-term medical condition that has a substantial and adverse effect. The need for an alternative room is established within the centre, with the candidates needs being known to a Form Tutor, Wellbeing Lead, Senior ALNCO or member of staff with pastoral responsibilities.	None
Access to a mobile phone for medical purposes	Access to mobile phone during an exam for medical purposes, e.g. to monitor heart rate or blood sugar levels.	none	Medical evidence from a healthcare professional will be kept on file, stating the nature of the need and the reason for the use of a phone.	None
Timetable variation on the day of the exam	An application for a timetable variation may be processed in exceptional circumstances where a candidate has: • a formally diagnosed medical condition; or • a physical disability; or • social, emotional and mental health needs; or • a visual impairment; This means that the candidate must sit an examination at a later, or earlier time, on the published day of the examination.	None	Formal evidence must be available to confirm the candidate's impairment and the reasons for this requirement. Evidence from a healthcare provider/ medical practitioner, or registered psychologist, must be kept on file to support this application.	None
Listening to music/white noise due to a substantial impairment	This is for a candidate who can provide specialist evidence. The centre must ensure that the candidate uses a device which cannot be connected to the internet. The music playlist must be checked to ensure an advantage is not conferred to the candidate.	Noise level must be kept to a level that cannot be heard by others sitting an exam in the same room.	This will be a candidate with social, emotional and mental health needs or a candidate with a sensory impairment such as tinnitus or misophonia. Formal evidence must be available to confirm the candidate's medical condition.	None

8. Independent Reports

King Henry VIII 3-19 School makes thorough use of the JCQ Regulations and will not process an application for access arrangements or reasonable adjustments based solely on an independent report.

There is a rigorous process in place to ensure sufficient evidence is collected prior to any applications for Access Arrangements for examinations to the Joint Council for Qualifications. There are clear criteria set out in the Joint Council for Qualifications Document on Access Arrangements, which is reviewed and issued annually to all schools.

The intention of an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. They are to make a 'reasonable adjustment' where pupils have a persistent and significant difficulty which has had a substantial and long-term impairment. The guidance makes clear that failure to comply with the regulations contained within the document may constitute malpractice which may impact the candidate's result(s). This includes putting in place arrangements which are not approved or permitting arrangements within the centre which are not supported by appropriate evidence.

The JCQ require significant evidence around individual need and their normal way of working, with support from teachers over a period of time. We have to have evidence to suggest that any concession is the normal way of working in school and this must be provided prior to assessment. In addition, there must be evidence stating there is a history of need and a history of provision to highlight that any needs are long term and substantial. This should indicate previous assessments and the concerns raised, as well as intervention and support in place in addition to usual classroom differentiation.

The JCQ provides clear information on the role of the specialist assessor; therefore, the specialist assessor would be expected to:

- liaise with the Specialist Teacher and Senior ALNCO before assessment; both must provide the assessor with background information, painting a picture of need – the process should be joined up and consistent;
- an independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed;
- the candidate must be assessed in light of the picture of need and the background information as detailed within Section A of the Form 8 (completed by the Access Arrangements Specialist Assessor and Senior ALNCO);
- an independent assessor must discuss access arrangements with the Access Arrangements Specialist Assessor and/or Senior ALNCO (the responsibility to request access arrangements specifically lies with the Senior ALNCO).

9. Use of Word Processors

Use of a word processor is linked with the underlying principles of access arrangements and reasonable adjustments (a candidate should have a disability or a persistent and significant difficulty which has a substantial adverse effect).

A word processor cannot be granted to a candidate because they want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home. It must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

The examples of its use provided by the JCQ are:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability or a sensory impairment;
- planning and organisational problems when writing by hand;

- poor handwriting.

Use of a word processor in controlled assessment or coursework components will be considered standard practice unless prohibited by the specification.

At King Henry VIII 3-19 School, word processors will be used where there is an identified additional need and it is the candidate's normal way of working. This may be associated with:

- legibility of writing;
- below average speed of processing when writing, compared with an average speed of processing when typing;
- a physical disability making writing challenging for prolonged periods of time (i.e. hyper mobile joints, developmental coordination disorder;
- quality of work completed when handwritten is remarkably different to that which is typed (significant evidence is needed from a range of teachers).

Word processors should be used for extended written components of examinations. They can be used for part of an exam, but this requires careful consideration, planning and preparation.

Specific user profiles are created for use in examinations; spell check, grammar check and the internet are disabled. Pupils access a word document, which is set up with a header (centre name and number candidate name and number, examination paper, date) and footer (page... of ...). The examination script is not on the computer screen. They must type double spaced in size 12 font. Pupils are responsible for saving the document. At the end of the examination, all word-processed papers are printed by a member of the ALN Team and handed to the Examinations Office.

Appendix A: Access Arrangements Evidence Collection Form

Evidence can be submitted on this form to indicate a pupil's normal way of working. Further assessment will take place based on the information provided by teaching and support staff.

Access Arrangements - Evidence of Normal Way of Working

Student		Date	
Teacher		Signed	

Normal Way of Working	Please Tick	Further Comments / Alternative Way of Working
Rest Breaks		
Prompt		
Word Processor		
25% Extra Time		
Reader		
Computer Reader		
Reader Pen		
Read Aloud		
Scribe		
Enlarged Text		
Use of a Coloured Overlay		
Coloured Paper		
Smaller Room		

Arrangement	Yes	No	Additional comments
Do you or anyone else in the classroom scribe for this student and is this their normal way of working?			
Do you or anyone else in the classroom read for this student and is this their normal way of working?			
Does this student need extra time in the classroom to complete their work and is this their normal way of working?			

Appendix B: Exam Access Arrangements Teacher Questionnaire

EXAM ACCESS ARRANGEMENTS NEED & NORMAL WAY OF WORKING – TEACHING STAFF QUESTIONNAIRE

Subject:		Teacher:	
Student Name:		Year Group:	
Information processing & responding	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 & assignments			
Needs to have instructions repeated			
Needs to have instructions written down			
Reading and comprehension			
Needs support with reading in class			
Avoids reading out loud			
Can decode text accurately but has difficulties with understanding			
Reads more slowly than peers			
Needs to reread to aid understanding			
Finds it hard to remember what s/he has read			
Written work			
Writing is very difficult to read (poor handwriting)			
Writing is very difficult to read (unrecognisable spelling)			
Writes more slowly than peers			
Uses laptop/computer rather than writing			
Uses scribe rather than writing themselves			
Needs support with planning written work			
Can explain verbally without problems but struggles to write anything down			
Needs support / difficulties with spelling			
Grammar and punctuation insecure			
Memory and concentration			
Poor organisational skills – loses things, forgets items they need to bring			
Finds it hard to remember and follow oral instructions			
Needs a lot of repetition to remember key facts			
Finds it hard to meet deadlines			
Finds it hard to concentrate for long periods			
Needs timely reminders to stay focused on task			
Finds test/exam revision hard			
Needs to take frequent rest breaks			
Vision			
Uses coloured overlay when reading			
Benefits from handouts on coloured paper			
Benefits from larger print			
Other			
Panics/gets very stressed when faced with tests			

What adjustments are made in lessons?

Exam Cover Sheet – Extra Time Use

Pupil Name: _____

Subject: _____

Date of the timed assessment: _____

Teacher Name: _____

Extra Time Confirmation

- ☐ The pupil was awarded 25% extra time.
- ☐ The pupil **used** their extra time.
- ☐ The pupil **did not use** their extra time.

How the Extra Time Was Used

(Please highlight/tick all that apply, and add notes if needed)

- ☐ The pupil used their extra time to go back and finish harder questions they had left.
- ☐ The pupil used their extra time to focus on the longer, extended response questions (e.g., 10-mark questions).
- ☐ The pupil used their extra time evenly throughout the paper, taking more time to think through and write each answer.
- ☐ The pupil used their extra time to make notes before starting extended writing.
- ☐ The pupil used their extra time as thinking time before starting each question.
- ☐ The pupil used their extra time to complete questions as their writing is slow and they need extra thinking time to read and understand what is being asked of them.
- ☐ **Other comments (please state any other observations not listed)**

Teacher Signature: _____

Date: _____