



TYPES OF ACCESS ARRANGEMENTS

| Area of difficulty | Possible exam concession |
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| Reading speed, efficiency, comprehension speed or fluency below average | <ul style="list-style-type: none"> • Read aloud (separate invigilation) or • Reading pen or • 25% extra time or • Reader/computer reader |
| Below average cognitive processing speed | <ul style="list-style-type: none"> • Word processor or • Prompt or • Rest breaks or • Separate invigilation or • 25% extra time |
| Very slow writing speed | <ul style="list-style-type: none"> • Word processor or • 25% extra or • scribe |
| Illegible handwriting | <ul style="list-style-type: none"> • Word processor or • voice activated software or • scribe |
| Reading comprehension | <ul style="list-style-type: none"> • Read aloud (separate invigilation) • Reading pen or • 25% extra time or • Reader and/or • OLM |
| Reading accuracy difficulties | <ul style="list-style-type: none"> • Read aloud (separate invigilation) • Reading pen • Reader |
| Well below average spelling rendering writing incomprehensible | <ul style="list-style-type: none"> • wordprocessor with spellchecker activated (note: marks cannot be awarded for spelling) • scribe |
| Physical injury | <ul style="list-style-type: none"> • scribe |
| Psychological/medical diagnosis : <ul style="list-style-type: none"> • concentration • distractibility • anxiety • ADHD | <ul style="list-style-type: none"> • Supervised rest breaks • Prompt • Separate invigilation • Extra time if substantiated with evidence and letter from clinician explaining how this impacts processing speed performance |