

## ACCESS ARRANGEMENTS REFERRAL FORM

**PLEASE COMPLETE THIS FORM IF YOU HAVE CONCERNS THAT A PUPIL IS NOT MAKING EXPECTED PROGRESS, WHO APPEARS TO UNDERPERFORM IN EXAMS OR WHOSE PERFORMANCE APPEARS TO DETERIORATE IN EXAMS.**

<b>STUDENT'S NAME</b>	<b>DATE OF BIRTH</b>
<b>REFERRING TEACHER</b>	<b>SUBJECT</b>

**Please tick the most appropriate box to show your main areas of concern.**

Area of concern	No concern	Some concern	Great concern	Area of concern	No concern	Some concern	Great concern
<b>A. Academic Ability:</b>							
<b>Reading</b> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Comprehension</li> <li>Speed/rate</li> </ul>				<b>Written expressions:</b> - ability to organise thoughts in writing - quality of writing			
<b>Handwriting</b> <ul style="list-style-type: none"> <li>Speed</li> <li>legibility</li> </ul>				<b>Memory for facts:</b> - misses information when writing			
<b>Discrepancy between verbal and written work</b>				<b>Spelling</b>			
<b>B. Speech, language and communication:</b>							
<b>Spoken language:</b> Using appropriate grammar/tenses etc				<b>Understanding subject-related content (not associated with EAL)</b>			
<b>Word finding use of subject-specific vocabulary</b>				<b>Ability to interpret questions</b>			
<b>C. Social and emotional development:</b>							
<b>Difficulty maintaining concentration on a task – requires breaks</b>				<b>Ability to remember information from day-to-day</b>			
<b>Distractibility – requires persistent prompting</b>				<b>Withdrawn or anxious behaviour when faced with exams</b>			
<b>Confidence/self esteem</b>				<b>Ability to retain facts</b>			
<b>Motivation and engagement</b>				<b>Difficulty in understanding concepts</b>			
<b>D. Movement and organisation development:</b>				<b>E. Other:</b>			
<b>Ability to organise themselves</b>				<b>Takes longer than peers to complete a task</b>			
<b>Ability to organise their written work</b>				<b>Ability to work independently</b>			
<b>Time concepts</b>				<b>Appears to daydream</b>			

**Detail your main concerns:**

**What do you do differently to support the student in class?**

**What access arrangements do you think the student needs?**

**Explain why you think the student may require this/these access arrangements?**

**Please provide any other relevant information:**

**Please provide examples of work (where appropriate):**

**Which examination concessions would you say would most support the student? Highlight any that you think would be of help/normal way of working:**

Reading difficulties: <ul style="list-style-type: none"> <li>• reader for inaccurate reading</li> <li>• extra time for slow reading</li> <li>• reading pen</li> </ul>		Other difficulties: <ul style="list-style-type: none"> <li>• extra time for slow processing</li> <li>• prompt for maintaining concentration</li> </ul>	
Handwriting difficulties: <ul style="list-style-type: none"> <li>• laptop for illegible handwriting</li> <li>• extra time for slow handwriting</li> </ul>		<ul style="list-style-type: none"> <li>• rest breaks</li> <li>• laptop to aid organisation</li> <li>• separate invigilation</li> </ul>	

Signed \_\_\_\_\_ Date \_\_\_\_\_

Role: \_\_\_\_\_

**PLEASE RETURN TO THE SENCO**

**- FOR OFFICE USE ONLY -**

Date received
Action: