

## TYPES OF ACCESS ARRANGEMENTS

The SEN Code of Practice (2015) breaks the difficulties experienced by individuals with SEND into 4 categories of need. Here are the types of access arrangements which are most commonly applied for according to the category of need.

### 1. COGNITION AND LEARNING:

#### For Example:

- Dyslexia
- Dyspraxia
- Dyscalculia
- Dysgraphia
- Working memory difficulties
- Slow speed of information processing
- Weak verbal or nonverbal reasoning ability
- General developmental delay
- Slow and/or illegible handwriting

#### ACCESS ARRANGEMENTS TO CONSIDER:

- Supervised rest breaks
- Read aloud
- Reading pen
- Laptop/wordprocessor
- Oral language modifier
- Coloured overlays
- Enlarged or Modified papers
- Prompter (working memory)
- Reader
- Scribe

#### EVIDENCE REQUIRED:

- Specialist assessment
- Must use the most recent edition of fully nationally standardised tests
- Must be after Year 9
- Standard scores in relevant areas **below 85**
- Evidence of need collected from previous exams
- Evidence of normal way of working from class teachers

## **2. SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS:**

### **For example:**

- ADHD
- ADD
- Chronic Fatigue Syndrome
- ODD and Conduct disorders
- Any condition affecting ability to concentrate
- OCD

### **ACCESS ARRANGEMENTS TO CONSIDER:**

- Supervised rest breaks
- Prompter
- Separate invigilation
- Alternative accommodation
- Modified papers
- Extra time
- Scribe

### **EVIDENCE REQUIRED**

- Letter from clinician (e.g. paediatrician, psychiatrist) stating how the condition impacts upon the candidate's performance in exams
- Evidence of need and use from previous internal exams
- Evidence of normal way of working from class teachers

NOTE: for some complex emotional needs there may need to be extensive discussion with all teachers to determine the most appropriate arrangements to be made.

### **3. COMMUNICATION AND INTERACTION:**

#### **For Example:**

- Aspergers Syndrome
- Autism Spectrum Conditions
- Speech and Language Difficulties (receptive and/or receptive)
- Specific Language Impairment
- Semantic-Pragmatic Disorder

#### **ACCESS ARRANGEMENTS TO BE CONSIDERED:**

- Modified language papers
- Supervised rest breaks
- Read aloud
- Reading pen
- Word processor
- Scribe
- Extra time
- Reader

NOTE: impairment must be in candidate's first language

#### **EVIDENCE REQUIRED:**

- Letter from speech and language therapist stating the impact of the disability upon the level of performance and functioning
- Letter from other specialist clinician (e.g. paediatrician) stating the impact of the disability upon working
- Evidence of need in previous exams, including evidence of use of the concession
- Evidence of normal way of working from teachers

#### **4. SENSORY AND PHYSICAL NEEDS:**

For Example:

- Visual impairment
- Hearing impairment
- Cerebral palsy
- Hypermobility
- Muscular dystrophy
- Other chronic conditions which impact upon movement and sensory development

#### **ACCESS ARRANGEMENTS TO CONSIDER:**

- Extra time
- Enlarged scripts
- Reader
- Braille papers or other modified papers
- Supervised rest breaks
- Scribe
- Sign Language interpreter
- Word processor
- Voice activated software
- Reading pen or read aloud
- Practical assistant

#### **EVIDENCE REQUIRED:**

- Letter from specialist teacher for VI or HI supporting the need for the concession
- Letter from clinician supporting the need for the concession e.g. physiotherapist, paediatrician
- Evidence of need through use in previous exams
- Evidence of normal way of working from teachers

NOTE: Where a letter is required to substantiate the need for evidence of exam concessions, a letter of acceptance must also be provided by the SENCO or Head of Centre on letter-headed paper.

## **IMPORTANT NOTE:**

**In all cases, there must be evidence held on file for inspection purposes:**

### **HISTORY OF NEED:**

- Gathered through background information, such as SATs results, assessment data, tracking data, IEPs, questionnaires from previous schools
- The process of gathering background information should be seamless with the process of gathering evidence to substantiate a need for additional support through the assess-plan-do-review process

### **EVIDENCE OF NEED:**

- The concession cannot be applied for unless there is evidence of a need for it through normal every day functioning
- Evidenced through the support provided in class by the class teacher and/or
- Through the need for additional support, such as one-to-one support, small group support or in-class support

### **EVIDENCE OF NORMAL WAY OF WORKING:**

- The concession cannot be applied for unless it is the candidate's normal way of working, i.e. they need it in their everyday learning situation to be able to learn
- Evidence is gathered from the candidate's teachers and previous exams
- If the exam concession has never been used, it cannot be applied during external exams.

### **THESE ARRANGEMENTS MUST BE APPLIED FOR ONLINE:**

- Alternative accommodation (away from the centre)
- Reader/Computer reader
- Extra time up to 25%
- Extra time up to 50%
- Modified papers
- Enlarged/coloured papers
- Scribe/voice activated software

### **THESE ARRANGEMENTS DO NOT NEED TO BE PROCESSED ONLINE:**

- Coloured overlays
- Supervised rest breaks
- Read aloud
- Prompter
- Separate invigilation
- Low vision aid/magnifier



SENDISS  
Access-Achieve-Empower

DO NOT COPY