

COMPLETING A FILE NOTE FOR MEDICAL NEEDS

Including:

- Communication and Interaction Needs, such as Autism Spectrum Disorder (ASD)
- Other Speech and Language Conditions, such as a speech impairment
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health Needs, such as ADHD, ADD

EAA to consider:

- Rest Breaks
- Prompt
- Small Group Room or Separate Invigilation (this arrangement does not require clinical involvement or a diagnosis of a disability)
- 25% Extra Time
- Word processor
- Reader

Considering which EAA is required:

- What are the difficulties experienced by the candidate?
- How do these manifest themselves?
- What impact do these difficulties have upon performance in the classroom?
- What impact do they have upon performance in exams?
- Is the impairment substantial?
- Is there evidence that the impairment has a long-term and adverse effect on his/her working
- Does the candidate have a EHCP which confirms the candidate's disability and provides evidence for the need for EAA?

Obtain the following evidence:

- A letter from the appropriate specialist involved in the care and diagnosis of the candidate, to confirm the candidate has persistent and significant difficulties when access and processing information, and is disabled within the meaning of the Equality Act (2010) including:
 - o **HCPC registered** psychologist, psychiatrist, consultant or hospital consultant or
 - o A letter from specialist LA services: Specialist Teacher for Sensory Impairment, Visual Impairment or Autism or Occupational Health Services, or
 - o A letter from a Speech and Language Therapist, or
 - o A letter from a HCPC registered Occupational Therapist/Physiotherapist
- Evidence from teaching and support staff to substantiate the need for the concession and demonstrate the candidate's normal way of working within the Centre

The Detailed File Note:

The File Note is completed by the SENCO before the start of the exam series. It is important that the File Note provides a detailed picture of the candidate's needs and how these act to prevent the candidate from achieving his/her true potential within the examinations.

Include the following information:

	Yes/No
- The diagnosis and an explanation of the symptoms	
- Does the candidate have persistent and significant difficulties, which are substantial and long-term and are they disabled within the meaning of the Equality Act 2010?	
- Include evidence of the candidate's current difficulties	
- How do these difficulties impact substantially upon access to the learning environment?	
- Demonstrate that there is a genuine need for the arrangement, by providing evidence of how it makes a difference	
- Refer to the involvement of teaching staff in determining the need for 25% extra time, to demonstrate what teachers are doing in the classroom and how this will be reflected in exams	
- Confirm that without the arrangement the candidate would be placed at substantial disadvantage when compared to other, non-disabled candidates	
- Confirm that the arrangement is the candidate's normal way of working within the Centre as a direct consequence of their disability	
- Where rest breaks are implemented the length, duration and intervals should be stated after consultation with teaching staff and the candidate themselves	

AAO Authorisation:

Applications for Rest Breaks and prompt do not requiring applications to be processed online, but evidence needs to be made available for inspection.

Applications for 25% /50% extra time **must** be processed online **after** all evidence has been gathered. The AAO authorisation must be printed and held on file for inspection purposes.