

## TYPES OF ACCESS ARRANGEMENTS BY CATEGORY

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 category of need.

<b>COGNITION AND LEARNING:</b>		
<b>Specific Examples</b>	<b>Access Arrangements to Consider</b>	<b>Evidence Required:</b>
<ul style="list-style-type: none"> <li>- Dyslexia</li> <li>- Dyspraxia (also physical)</li> <li>- Dyscalculia</li> <li>- Dysgraphia</li> <li>- Working memory difficulties</li> <li>- Slow speed of information processing</li> <li>- Weak verbal or nonverbal reasoning ability</li> <li>- General developmental delay</li> <li>- Slow and/or illegible handwriting</li> </ul>	<ul style="list-style-type: none"> <li>- Supervised rest breaks</li> <li>- Read aloud</li> <li>- Reading pen</li> <li>- Laptop/word processor</li> <li>- Oral language modifier</li> <li>- Coloured overlays</li> <li>- Enlarged or Modified papers</li> <li>- Prompter (working memory)</li> <li>- Reader</li> <li>- Scribe</li> </ul>	<ul style="list-style-type: none"> <li>- Specialist assessment</li> <li>- Must use the most recent edition of fully nationally standardised tests</li> <li>- Must be after Year 9</li> <li>- Standard scores in relevant areas <b>below 85</b></li> <li>- Evidence of need collected from previous exams</li> <li>- Evidence of normal way of working from class teachers</li> </ul>
<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS:</b>		
<b>Specific Examples</b>	<b>Access Arrangements to Consider</b>	<b>Evidence Required:</b>
<ul style="list-style-type: none"> <li>- ADHD</li> <li>- ADD</li> <li>- Chronic Fatigue Syndrome</li> <li>- ODD and Conduct disorders</li> <li>- Any condition affecting ability to concentrate</li> <li>- OCD</li> <li>- Anxiety</li> </ul>	<ul style="list-style-type: none"> <li>- Supervised rest breaks</li> <li>- Prompter</li> <li>- Separate invigilation</li> <li>- Alternative accommodation</li> <li>- Modified papers</li> <li>- Extra time</li> <li>- Scribe</li> <li>- Laptop/word processor</li> </ul>	<ul style="list-style-type: none"> <li>- Letter from clinician (e.g. paediatrician, psychiatrist) stating how the condition impacts upon the candidate's performance in exams</li> <li>- Evidence of need and use from previous internal exams</li> <li>- Evidence of normal way of working from class teachers</li> </ul>

		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.
<b>COMMUNICATION AND INTERACTION:</b>		
<b>Specific Examples</b>	<b>Access Arrangements to Consider</b>	<b>Evidence Required:</b>
<ul style="list-style-type: none"> <li>- Autism Spectrum Conditions</li> <li>- Speech and Language Difficulties (receptive and/or receptive)</li> <li>- Specific Language Impairment</li> <li>- Semantic-Pragmatic Disorder</li> </ul>	<ul style="list-style-type: none"> <li>- Modified language papers</li> <li>- Oral Language Modifier</li> <li>- Supervised rest breaks</li> <li>- Read aloud</li> <li>- Reading pen</li> <li>- Laptop/Word processor</li> <li>- Scribe</li> <li>- Extra time</li> <li>- Reader</li> </ul> <p>NOTE: impairment <u>must</u> be in candidate's first language</p>	<ul style="list-style-type: none"> <li>- Letter from speech and language therapist stating the impact of the disability upon the level of performance and functioning</li> <li>- Letter from other specialist clinician (e.g. paediatrician) stating the impact of the disability upon working</li> <li>- Evidence of need in previous exams, including evidence of use of the concession</li> <li>- Evidence of normal way of working from teachers</li> </ul>
<b>SENSORY AND PHYSICAL NEEDS:</b>		
<b>Specific Examples</b>	<b>Access Arrangements to Consider</b>	<b>Evidence Required:</b>
<ul style="list-style-type: none"> <li>- Visual impairment</li> <li>- Hearing impairment</li> <li>- Cerebral palsy</li> <li>- Hypermobility</li> <li>- Muscular dystrophy</li> <li>- Other chronic conditions which impact upon movement and sensory development</li> </ul>	<ul style="list-style-type: none"> <li>- Extra time</li> <li>- Enlarged scripts</li> <li>- Reader</li> <li>- Braille papers or other modified papers</li> <li>- Supervised rest breaks</li> <li>- Scribe</li> <li>- Sign Language interpreter</li> <li>- Word processor</li> <li>- Voice activated software</li> <li>- Reading pen or read aloud</li> <li>- Practical assistant</li> </ul>	<ul style="list-style-type: none"> <li>- Letter from specialist teacher for VI or HI supporting the need for the concession</li> <li>- Letter from clinician supporting the need for the concession e.g. physiotherapist, paediatrician</li> <li>- Evidence of need through use in previous exams</li> <li>- Evidence of normal way of working from teachers</li> </ul>

		NOTE: Where a letter is required to substantiate the need for evidence of exam concessions, a file note must also be provided by the SENCO or Head of Centre on letter-headed paper, which outlines the needs of the candidate, how these impact upon performance in exams and the subsequent EAA to be applied for.
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **IMPORTANT NOTE:**

**In all cases, there must be evidence held (whether as hard copies or electronic copies) 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, its withdrawal should be considered

**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
- Word processor