

ACCESS ARRANGEMENTS: WHAT TO LOOK OUT FOR IN CLASS

Identification of learning difficulties and/or disabilities is the responsibility of the class teacher. It is imperative that they respond to any concerns and refer to the SENCO as soon as a concern arises.

Most students who require access arrangements in exams will already be accessing additional support, but there will be some individuals who mask their difficulties or who do not need additional support for a number of reasons.

Here are some characteristics which may indicate the need for further investigation and assessment:

Does the student:	Yes	No
Rarely finish tests in the time allowed?		
Take a lot longer than peers to complete their work and often doesn't finish in time?		
Read very slowly?		
Appear to struggle to take in the information when reading, requiring re-reading?		
Need prompting to remain on task?		
Need prompting to continue writing or to complete a question?		
Handwriting is often illegible?		
Handwriting is slow?		
Prefer to use a word processor whenever possible?		
Appear forgetful with short term memory difficulties, often asking for the question, instruction or information to be repeated?		
Struggle to follow instructions?		
Spelling is so poor it renders writing incomprehensible?		
Have problems drawing lines, graphs and diagrams without help?		
Struggle with time concepts, requiring prompting with time warnings?		
Writing lacks cohesion and organisation?		



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Appear to forget to answer the question when writing?		
Discrepancy between written and verbal performance?		
Appear to mis-interpret questions?		
Struggle to use subject-specific vocabulary in written or verbal responses?		
Appear to struggle to understand subject-specific vocabulary or complex sentences?		
Need regular breaks due to attention difficulties or difficulties associated with concentration?		
Appear to take language literally?		
Appear to become particularly anxious when assessed or tested?		
Need information presented on a different colour background to reduce visual stress?		
Need information broken down in to smaller units to be able to follow it?		
Need someone to read the text or question for him/her (not EAL)?		
Need someone to scribe for them due to a physical injury or impairment?		
Need someone to help them with practical tasks due to a visual or physical impairment?		
Need worksheets to be magnified to be able to read them?		
Need help with getting started on a written task or question?		
Need to work in a quiet space, away from distractions?		
Have blanks and appear to forget what he/she was about to say?		
Answers do not get to the point, leading to running out of time?		