

## Exam Access Arrangements – Substantial Impairment

### Normal Way of Working: Subject Teacher Evidence

Student name SJ Williams Date 1/10/23

Subject: Animal Care Teacher name Mr Evans

Exam dates: 11<sup>th</sup> Feb 24 / 11<sup>th</sup> May 24 / \_\_\_\_\_ / \_\_\_\_\_

Assessment dates: 1<sup>st</sup> Nov 23 / 1<sup>st</sup> Jan 23 / \_\_\_\_\_ / \_\_\_\_\_

- **Access Arrangements allow learners with special educational needs, disabilities, or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes, and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make ‘reasonable adjustments’.**
- **The requirement for evidence of need is important to maintain the rigour and standards of the examination system.**
- **Teaching staff need to provide evidence that the student meets the following conditions to support an application for Access Arrangements. Subject teachers and/or support assistants with the subject teachers have indicated that this student is struggling in the classroom.**

#### Conditions for Learners with a Substantial Impairment: JCQ (Joint Council for Qualifications) regulations

To provide access arrangements (25% extra time/computer reader/reader and/or scribe) for a learner, the centre must:

- confirm that:
  - 25% extra time
  - access to a computer reader/reader
  - access to a scribe

is the learner’s **normal way of working within the centre.**

- Provide evidence from teaching staff that the learner has persistent and significant difficulties, and how these substantially impact on teaching and learning.

#### Please answer the following questions:

Does this learner run out of **time** when completing timed tasks, or work more slowly than their peers?

Yes

~~No~~

Comment here on observations and support provided in your classroom:

*SJ was given a medical diagnosis of Autism with Attention Difficulties. SJ often loses concentration during independent activities and rarely completes timed tasks in the time recommended. Either I, or the teaching assistant often have to remind SJ to focus on the task in hand, and unless he takes work home to complete, tasks are left unfinished.*

<p><i>Rest breaks were trialled in internal tests but did not work well for SJ as he found it challenging to restart after the break.</i></p> <p><i>SJ has been unable to complete mock test/assessments within the time given and will run out of time to get his ideas down.</i></p>		
<p>Does this learner receive support with <b>reading</b> in your classroom and/or in tests and assessments? The use of a reader must reflect the learner's normal way of working within the centre in the light of their substantial and long-term impairment.</p>	Yes	No
<p>Comment here on observations and support provided in your classroom:</p> <p><i>SJ's normal way of working is very slow, even with his Learning Support Assistant (LSA) to read to him. The impact of this is that unaided, SJ does not complete class assignments or exams within the time allowed. SJ has difficulties accessing texts and reading task instructions. His LSA reports that without the support of having text read to him, SJ has little understanding of what he reads.</i></p>		
<p>Does this learner receive support with <b>writing</b> in your classroom and/or in tests and assessments? The use of a scribe must reflect the learner's normal way of working within the centre in the light of their substantial and long-term impairment.</p>	Yes	No
<p>Comment here on observations and support provided in your classroom:</p> <p><i>SJ continues to need help to focus on the task in question. He struggles to write more than a few lines, but is able to articulate his thoughts well when dictating to an adult, which we make available in subjects with extended writing.</i></p> <p><i>SJ is able to articulate his thoughts clearly when working 1 to 1 and dictating to a teaching assistant, but rarely writes more than a few lines when left to write independently.</i></p>		
<p>Does the learner need to use a <b>word processor</b>? Please only answer yes where the student is using a word due to special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.</p>	Yes	No
<p>Comment here on observations and support provided in your classroom:</p> <p><del><i>SJ prefers to use a word processor in class and take notes this way.</i></del></p> <p>The 'normal way of working' for examinations, as directed by the head of centre, is that student's handwrite their exams unless there are exceptions. Capel Manor College will not simply grant the use of a word processor to a student because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.</p>		
<p>Is the learner competent and confident in using a word processor (with spelling or predictive text and grammar check switched off) in your subject?</p>	Yes	No

<p>Comment here on observations and support provided in your classroom:</p> <p><i>SJ does not use a word processor in class and is not a proficient typist.</i></p>		
<p>Does the learner receive any <b>other</b> support in your classroom: This may include the use of a bilingual dictionary, coloured overlays, prompt, fidgets, rest breaks etc.</p>	Yes	<del>No</del>
<p>Comment here on observations and support provided in your classroom:</p> <p><i>I often need to prompt SJ to listen while I am teaching points or demonstrating experiments. SJ finds it hard to concentrate unless he has an adult helping him to stay on task.</i></p> <p><i>SJ was given a medical diagnosis of Autism with Attention Difficulties. Rest breaks were trialled in internal tests but did not work well for SJ as he found it challenging to restart after the break.</i></p> <p><i>Alternative rooming arrangements were also made due to SJ's difficulties with attention; he was placed at the front of a smaller room in order to benefit from a prompter with just a few other pupils, and so far this has had a positive impact upon his ability to focus and concentrate.</i></p>		
<p>Where you have responded 'YES' to the questions above, please confirm that the learner has persistent and significant difficulties when:</p> <ul style="list-style-type: none"> <li>• accessing and processing information (25% extra time) and /or</li> <li>• accessing written text (computer reader/reader) and/or</li> <li>• writing (scribe)</li> </ul> <p>and that these substantially impact on teaching and learning.</p>		
<p>Please comment:</p> <p>Please specify the access arrangement you would like to be referred for consideration in your subject area:</p> <p><i>SJ needs a prompter to keep him on task and smaller room, 25% extra time as he works slowly, reader and in subjects with extended writing (English) access to a scribe.</i></p>		
<p>I confirm I have discussed this with the learner, and they are happy to be referred to the access arrangements team.</p>	Yes	<del>No</del>
<p>Attached a current Data Protection Notice signed by the learner.</p>	Yes	<del>No</del>

Form completed by: Mr Evans Signed: M<sub>2</sub> E

Role: Animal Management Lecturer Date: 1<sup>st</sup> Oct 2023

Please **NOTE** the normal way of working must be submitted before an assessment, evidence must be available to substantiate comments.

Ensure you have discussed this with the student and is the normal way of working in your classroom.

**Please be aware:**

Incomplete and or duplicate forms will be returned. The normal way of working should not be completed on behalf of other schools. For further guidance please contact:

[accessarrangements@capel.ac.uk](mailto:accessarrangements@capel.ac.uk)