**Exam Access Arrangements – Substantial Impairment**

**Normal Way of Working: Subject Teacher Evidence**

Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Exam dates:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* ***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.***

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| **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: 1. 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**.
1. Provide evidence from teaching staff that the learner has persistent and significant difficulties, and how these substantially impact on teaching and learning.
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| **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: |
| Does this learner receive support with **reading** 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. | Yes | No |
| Comment here on observations and support provided in your classroom: |
| Does this learner receive support with **writing** 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. | Yes | No |
| Comment here on observations and support provided in your classroom: |
| Does the learner need to use a **word processor**? 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.  | Yes | No |
| Comment here on observations and support provided in your classroom:  |
| Is the learner competent and confident in using a word processor (with spelling or predictive text and grammar check switched off) in your subject? | Yes  | No |
| Comment here on observations and support provided in your classroom:  |
| Does the learner receive any **other** support in your classroom:This may include the use of a bilingual dictionary, coloured overlays, prompt, fidgets, rest breaks etc. | Yes  | No |
| Comment here on observations and support provided in your classroom:  |
| Where you have responded ‘YES’ to the questions above, please confirm that the learner has persistent and significant difficulties when: * accessing and processing information (25% extra time) and /or
* accessing written text (computer reader/reader) and/or
* writing (scribe)

and that these substantially impact on teaching and learning. |
| Please comment:Please specify the access arrangement you would like to be referred for consideration in your subject area: |
| I confirm I have discussed this with the learner, and they are happy to be referred to the access arrangements team. | Yes | No |
| Attached a current Data Protection Notice signed by the learner. | Yes | No |

Form completed by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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