

Reasonable Adjustments

Additional Time:



Requires a formal assessment of the student and evidence of a substantial impairment. To confirm a substantial impairment, the assessment must confirm the student has at least:

- Two below average standardised scores of 84 or less OR
- One below average score of 84 or less AND one low average standardised score (85-89)
- Two low average standardised scores (85-89) in relation to TWO different areas of speed of working.

Supervised Breaks:



The SENCO/equivalent member of staff is allowed to provide a supervised rest/movement break to a student where a student has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (The student is disabled within the meaning of the Equality Act 2010) and is their “normal way of working” within the centre.

Scribe/Speech Technology:



The use of a Scribe requires a formal assessment of the student and proof of a substantial impairment. To confirm a substantial impairment, the assessment must confirm the student has at least:

- One below average score for writing speed (a standardised score of 84 or less) and
- One below average standardised spelling accuracy score (a standardised score of 84 or less) with unrecognisable spelling attempts.

Computer Reader/Reader:



A formal assessment is no longer required to confirm access to a Reader. Details of reading difficulties and evidence of “normal way of working” is evidenced on either a Form 8 or Form 9. A reader is not allowed to read questions or text in exam papers that are testing reading. However, the SENCO/equivalent member of staff can grant up to 50% extra time to students eligible for a reader, in a paper that is testing reading.

The use of a computer reader is allowed for papers testing reading.

Word Processor:



The use of a Word Processor, with the spelling and grammar check facility/predictive text switched off is allowed where it reflects the students “normal way of working” within the Centre.

Prompter:



A prompter may be permitted where a student has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.