



Making the most of your exam access arrangements

Exam Access Arrangements support
students who have significant and
persistent difficulties

PRACTICE
makes
PROGRESS,
NOT
PERFECT.

PRACTICE

Your arrangement should be your usual way of working in class and tests. However you still need to practice this at home when you are revising.



Reader

Reading room a small group of students have a separate room and a reader. Students put up their hand when you want something read to them.

1:1 reader a reader sits next to the student. Students have to request what they want the reader to read.

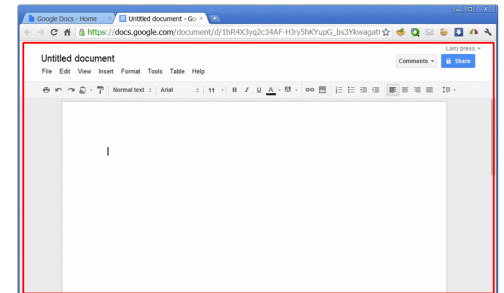
Computer reader students sit at the computer with headphones and independently choose what the computer reads to them (can be used in Eng Lang)



Scribe/ Word Processing

Scribe sits next to the student and writes only what the student tells them. Can get SPaG marks only if they spell out words and state punctuation.

Word Processing students type their answers on a document. If eligible for a scribe students can have spell check enabled.





Extra time

25% extra time students need to discuss with teachers how this affects their time management in exams. Students can choose on the day if they wish to use some or all of the time given.

Additional time (25%) for students who have a reader and scribe. Extra time can be given to students using word processing if they are eligible for a scribe

Prompt

Prompt students who have a prompt as their usual way of working in class can have a prompt in their exam. An exam invigilator can be a prompt during the exam.

Small room

Students with extreme and severe difficulties can access smaller rooms for exams. Staff will talk to students about these rooms as appropriate for each individual student.

Rest Breaks

Rest breaks students can take a 'rest' from the exam by indicating to the invigilator that they need a break. The paper is turned over for the duration of the 'rest' and the 'rest' is timed. This time is then added to the end of the exam.

