

Handout 1

	Centre delegated	Applied for
Form 8 or 9	Supervised Rest Breaks	25% extra time 50% extra time (Will be rejected – refer to awarding body) Reader / Computer reader Scribe Word Processor with spell check Language Modifier (Will be rejected – refer to awarding body) Practical Assistant (Will be rejected – refer to awarding body)
No form required	Read Aloud / Reading Pen Word Processor Braille Transcript Prompter Live Speaker for pre-recorded exams Sign Language Professional Doodling Paper Alternative Rooming Colour Naming Coloured / Enlarged paper Fidget toys / stress ball Non electronic ear defenders Timer on desk	

Teacher Evidence of Normal Way of Working

Student and Teacher Details

Student Name: _____ Year Group: _____

Teacher/Tutor Name: _____ Subject Area: _____

For each statement, choose the most accurate option.

1. Working Pace & Processing Time

Statement	Usually	Sometimes	Rarely
Tends to finish tasks after the majority of the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs prompts or encouragement to begin work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs simplified or reduced tasks to work in a set time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires additional time to complete written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes longer than peers to respond to spoken questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs extra time to reread information to understand it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reads more slowly than peers and needs support tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs tasks to be explained clearly in simple terms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Reading Skills

Statement	Usually	Sometimes	Rarely
Needs support to access reading materials (AT or TA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoids reading aloud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reads aloud (sotto voce) to aid understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Struggles to follow written directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs time to grasp the main ideas from the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finds it challenging to recall what has been read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Struggles to understand, even with reading support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Written Work

Statement	Usually	Sometimes	Rarely
Written work is difficult to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Struggles to copy information accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Note-taking is challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly uses a laptop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs support to plan written tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains ideas clearly verbally, but struggles to write them down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling is inaccurate, but attempts are phonetically logical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling errors make the meaning unclear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar and punctuation need development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Memory & Attention

Statement	Usually	Sometimes	Rarely
Finds multi-step verbal instructions difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concentration is hard to sustain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits from breaks to maintain focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often forgets messages or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs instructions repeated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs key information written down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires prompt to refocus attention in class and tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is easily distracted by the working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Practical Learning

Statement	Usually	Sometimes	Rarely
Prefers hands-on learning tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands best through practical experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Visual Access

Support Needs	Details
Requires enlarged text	Yes / No
Uses a coloured overlay for reading	Yes / No — Colour: _____
Benefits from worksheets printed on coloured paper	Yes / No — Colour: _____

7. Test & Examination Behaviours

Statement	Usually	Sometimes	Rarely
Finds preparing for tests challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Struggles to complete assessments within the allocated time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appears distressed or anxious in test situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs brief breaks to maintain performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires reminders to remain on task during assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Current Classroom Adjustments

Please list the strategies, interventions, or tools currently being used to support this student in the classroom.

Date discussed/confirmed as normal classroom practice: _____

Teacher signature: _____

Student signature (optional): _____

Student Self-Assessment in support of EAAs

This self-assessment form is designed to help students reflect on their learning needs and identify any considerations that might affect their access to exams. Please review each section, consider the statements, and indicate how often each applies to you by selecting 'Yes,' 'Sometimes,' or 'No.'

Student information

Student Name: _____ Year Group: _____

For each statement, choose the most accurate option.

1. Working Pace & Processing Time

Statement	Yes	Sometimes	No
I finish tasks later than others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it hard to get started without a reminder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I struggle to finish tasks in the time given	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need extra time for written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a long time to answer questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need extra time to reread information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read more slowly than other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand tasks better when they are explained simply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Reading

Statement	Yes	Sometimes	No
I need help with reading in lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not like reading out loud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read out loud quietly to help myself understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find written instructions hard to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need more time to understand what I read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it hard to remember what I have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Writing

Statement	Yes	Sometimes	No
My handwriting is hard to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I struggle to copy from the board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it hard to take notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer using a laptop instead of handwriting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need help planning what to write	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain ideas but find it difficult to write them down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My spelling is often wrong but sounds right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My spelling makes my work hard to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I struggle with grammar and punctuation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Memory & Concentration

Statement	Yes	Sometimes	No
I find it hard to follow spoken instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it hard to concentrate for a long time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need breaks to stay focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes forget things I am told	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need instructions repeated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need instructions written down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prompts help me to focus in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Practical Learning

Statement	Yes	Sometimes	No
I learn better by doing practical tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand best when I can try things out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Vision / Access

Support Needs	Details
I need large print to read clearly	Yes / No
I use a coloured overlay (colour):	Yes / No — Colour: _____
I find coloured worksheets easier to read (colour):	Yes / No — Colour: _____

7. Test & Exams

Statement	Yes	Sometimes	No
I find revising for tests difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I struggle to finish tests in the time allowed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel anxious or stressed in tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need breaks during tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need reminders to stay focused during tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Additional Information

Is there anything else you would like us to know about your learning or exam access needs? Please provide any additional information below.

Completion Details

Date completed: _____

Student signature: _____

Student Conversation Recording Sheet – Evidence of Normal Way of Working

This form allows staff to record a conversation with students who cannot complete the written self-evaluation. Its purpose is to understand the student's typical approach and collect evidence for possible exam access arrangements.

Note: This does not guarantee approval, as student input is only one part of the process.

Student information

Student Name: _____ Year Group: _____

Staff Member Recording: _____ Date: _____

1. Working in Lessons

How do you find getting started with work in lessons?

What is it like for you to keep up with the pace of the class?

Can you tell me about what helps you when you're working on longer tasks or written work?

2. Reading

What is reading like for you in lessons?

Can you describe what helps you understand something you've read?

Are there times when reading feels more difficult? What happens then?

3. Writing

How do you feel about writing in lessons?

What is it like when you need to write down your ideas?

Are there particular parts of writing that you find easier or harder?

4. Memory & Concentration

How do you manage when you're listening to instructions?

What helps you stay focused during a lesson?

What happens when you lose track or forget what you were meant to do?

5. Access & Visual Needs

How easy or difficult is it to read worksheets, books, or the board?

Is there anything that makes text easier for you to see or use?

6. Tests & Assessments

What is it like for you when you take a test or quiz?

How do you feel about the time you're given in a test?

What helps you do your best in an assessment?

Additional Comments

Is there anything else you would like to share?

Access Arrangements Monitoring Form

Purpose of the Monitoring Sheet

This form is intended for use by teachers and invigilators to document and evaluate the application and impact of Exam Access Arrangements during assessments. All relevant sections should be completed clearly to ensure thorough recording and monitoring. When completed, the form should be returned to the SENCO.

Candidate information

Candidate Name: _____

Candidate Number: _____

Date: _____

Subject: _____

Assessment Duration: _____

1. Approved Access Arrangements – Used or Not Used

(Completed by Invigilator)

Access Arrangement	Yes	No	Comments
Extra time			
Rest breaks			
Reader			
Reading software			
Scribe			
Word processor			
Prompter			
Separate room			
Coloured paper/overlay			
Other (specify below):			

2. Extra Time Candidates only

(Completed by teacher)

Completed by	Marks achieved in standard time	Marks achieved in extra time (green pen/bold)	Improvement in marks/grade
(Name of Teacher)			

Recording of access arrangements 2025/26

How Extra Time Was Used

(Completed by teacher)

Tick	
	To complete unfinished questions
	To correct or amend answers
	To expand written responses
	To proofread/check answers
	To focus on securing the marks they are confident about first
	Other (describe):

3. Recorded By

Name:

Role:

Signature:

Date:

Evidence log of Normal Way of Working in Mocks and Tests

Candidate Details			
Name:		Date:	
Number:		Subject:	
Invigilator Name:		Paper Title:	
Timing			
Standard time:		Start time:	
Extra time:		End of normal time:	
Total time:		Finish time:	
Access Arrangement			
25% Extra Time	<input type="checkbox"/>	>25% Extra Time	<input type="checkbox"/>
Supervised Rest Breaks	<input type="checkbox"/>	Reader / Computer Reader	<input type="checkbox"/>
Scribe / Speech-to-Text	<input type="checkbox"/>	Word Processor	<input type="checkbox"/>
Prompter	<input type="checkbox"/>	Separate/Small Room	<input type="checkbox"/>
Music/White Noise	<input type="checkbox"/>	Other	<input type="checkbox"/>
Evidence Log			
Time Check		Change of pen/font	
Arrangement Observed		Impact/Behaviour	
Prompts for Invigilator Notes			
Did the candidate use the arrangement as intended?			
Was the arrangement consistent with classroom NWoW?		YES/NO/DK	
Any issues or deviations?		<i>(refused arrangement, anxiety spikes, tech problems)</i>	
Impact on performance/regulation observed?			
Rest Breaks (if applicable)			
Number taken		Duration each	
Time:	Time:	Time:	Time:
Time:	Time:	Time:	Total time:
Effectiveness	<input type="checkbox"/> Appeared helpful <input type="checkbox"/> Limited impact <input type="checkbox"/> Not effective		
Compliance Checks			
Word processor SPaG tools disabled	<input type="checkbox"/>	Music/White Noise offline & playlist checked	<input type="checkbox"/>
No prohibited items	<input type="checkbox"/>	Seating/rooming as approved	<input type="checkbox"/>
Invigilator Signature		Time completed	