

Embedding Normal Way of Working

Access Arrangements in Action!

Patoss Dyslexia Charity
NAEO Conference – January 2026

Session objectives...

- 1. Why is 'Normal Way of Working' so important?**
- 2. Who needs the evidence and who gathers it?**
- 3. What does NWoW look like and what evidence really holds weight?**
- 4. Where does the evidence go?**
- 5. When do we need it?**
- 6. How can SENCOs gather and embed NWoW effectively?**

why?

Why

'The requirement for evidence of need is important to maintain the rigour and standard of the examination system and to ensure that those receiving and using examination certificates can continue to have confidence in the awarding of qualification grades.'

(JCQ AARA 25-26, ch 1, section 1.7.1 (p.20))

Why

- ‘*SENCos **must** consider the need for access arrangements/reasonable adjustments on a **subject-by-subject basis.***’ (4.2.3)
- ‘*The arrangement(s) put in place **must reflect the support given to the candidate in the centre***’ (4.2.5)
- ‘*The key principle is that the SENCo ... can **show a history of support and provision**. The arrangement is not suddenly being granted to the candidate at the time of his/her examinations.*’ (4.2.6)
- ‘*Failure to comply with the regulations contained in this document has the **potential to constitute malpractice which may impact on the candidate’s result(s).***’(4.2.11)

Why

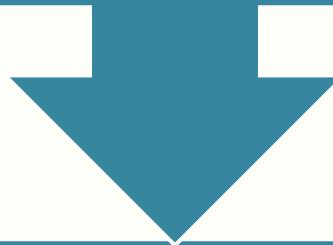
- JCQ aims to use Access Arrangements to remove barriers and **create a level playing field**, enabling students with specific learning difficulties and disabilities (**SEND**) to demonstrate their knowledge **without disadvantage**.
- Adjustments for candidates are based on **evidence of need** and their **normal way of working**.
- To do this we need to understand **which arrangements will help** and which might have the opposite effect.

Why ...

... does this student need
Exam Access Arrangements
and if so, what might help
them?



Form 8 part 1 helps your Exam Access Arrangements Assessors plan their assessment sessions.



How does the candidate use their extra time?

To read information again

To read slowly due to issues with decoding words

To spend longer writing due to slow writing speed

To spend longer thinking about the information and their responses

**'A 'skeleton'
Part 1 of Form
8 being
completed
prior to
assessment
is no longer
acceptable.'**

(AARA 7.6.1)

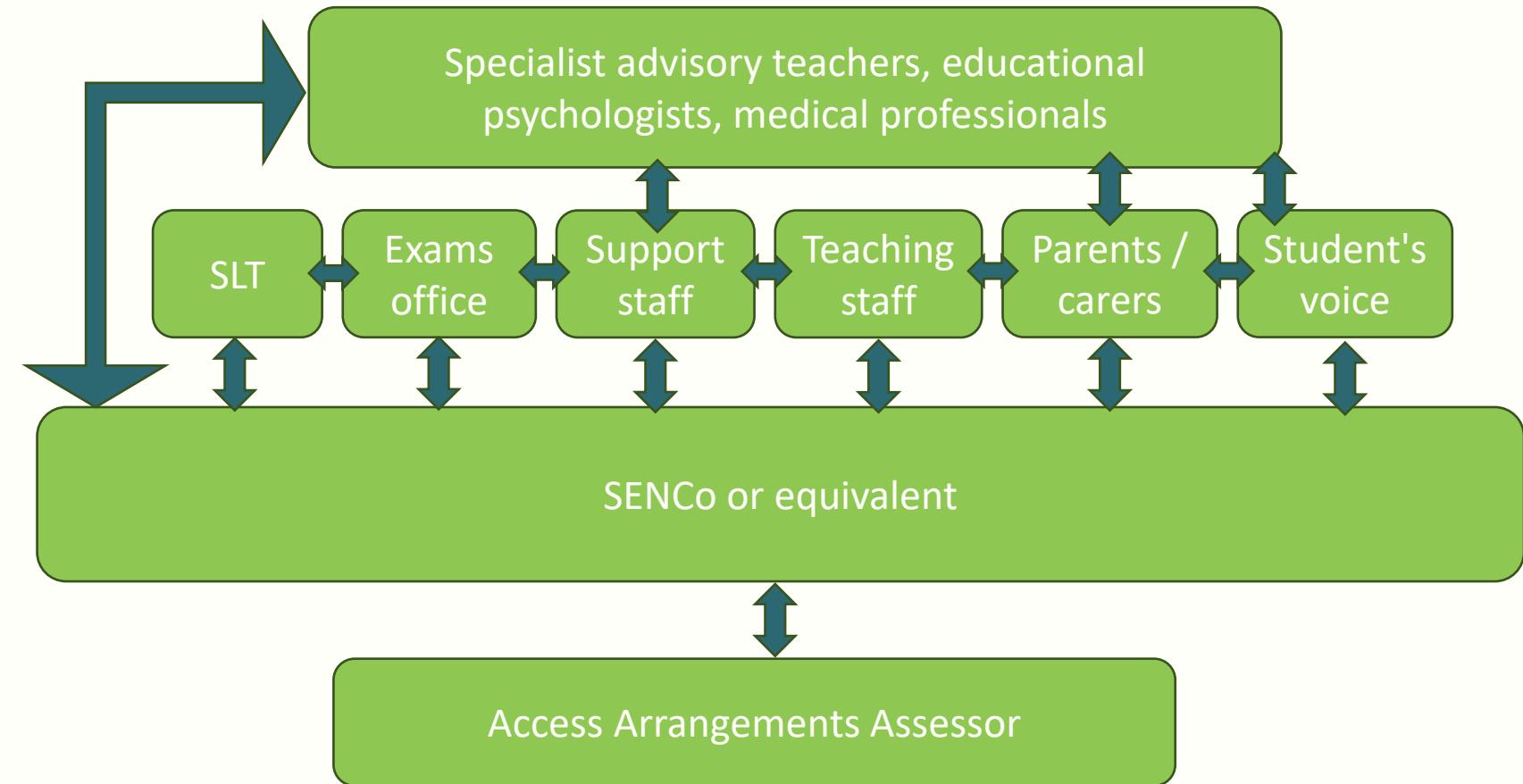


The one where everyone wrote slowly....



who?

Whole centre approach



Teamwork makes the dream work



- The JCQ is clear that the process of making adjustments for candidates with disabilities and learning difficulties is one that falls on the Head of Centres, Exams Officer, SENCO and teachers.
- Make systems and roles clear and share the responsibilities. Heads of Department are ideally placed for collecting mock evidence for their subjects.



What?

When?

	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	

1

- Teacher concerns / screening processes or information from a previous setting alert the SENCo to possible need for Access Arrangements

2

- Classroom support is trialled and NWoW in assessments and tests developed. Likely to be recorded through Pupil Passports / IEPs

3

- Formal data capture of NWoW. Teachers feedback to SENCo who reviews the evidence and completes Part 1 of Form 8 or Form 9 if required. Pupil Voice also captured

4

- Exam Access Arrangements Assessor to conduct assessments for cases where necessary and applications to be made online for those arrangements

5

- Ongoing monitoring and collection of evidence of use in mock exams.

Create a timeline



- Collecting the evidence for NWoW that is needed to complete Part 1 of Form 8 can be scheduled into the school calendar.
- Teachers are more able to keep a track of which responses they have provided if they have a set to do in one go rather than a constant drip feed of individual students.



Time is of the essence

- Teacher time is precious and limited. Some teachers are likely to be required to give feedback for multiple pupils.
- Dedicate 15 – 30 mins of departmental meeting time to starting to complete the NWoW requests.
 - Workload is more manageable
 - HODs can take responsibility for ensuring they are done
 - Pupils that have multiple teachers for a subject will only need one response submitting.

Where?

Which Form?

Form 8	Form 9
<p>For candidates with cognition and learning needs who do not have an EHCP.</p> <p>(Or, applications of extra time up to 50% for candidates with an EHCP)</p>	<p>For candidates with an EHCP or equivalent.</p> <p>For medical, physical or sensory needs.</p> <p>For candidates with cognition needs who need just Supervised Rest Breaks or a Reader but not Additional Time.</p>
<p>Part 1: Centre based evidence including a summary of NWoW evidence.</p> <p>Part 2: Assessment evidence and assessor information</p> <p>Part 3: Record of Access Arrangements that are being applied for and declaration.</p>	<p>Part 1: Centre based evidence including summary of NWoW</p> <p>Part 2: Indication of Specialist evidence held on file</p> <p>Part 3: Record of Access Arrangements that are being applied for and declaration.</p>

How?

Bring together ...

- any previously granted access arrangements;
- comments and observations across relevant subjects from teaching staff and support staff;
- intervention strategies (e.g. individual education/learning plans) in place for the candidate;
- pupil premium indicators;
- screening test results;
- use of pupil baseline and tracking data;
- information about any differentiation in the classroom;
- observing the candidate in the classroom to see their style of learning;
- normal way of working in the classroom (where appropriate);
- arrangements made for end of year internal school examinations/mock examinations;
- review of the candidate's workbooks, checking their spellings, legibility of writing and whether classroom tasks have been completed.

(JCQ AARA 2025-26, Ch. 7)

Passport to success



- Where a student is on the SEND register and has a termly Assess Plan Do Review meeting this can be used to discuss and refine likely access arrangements and Normal Way of Working.
- Make sure to include the access arrangements that are being trialled on any Pupil Passport or equivalent. These can be included as evidence, and they also ensure that staff are all thinking about the issues of exam access.

Collecting teacher evidence



Handout 2

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"/>

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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): _____

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Name of Student:
Date of birth:
Course / Subject:

Name of Teacher:
Candidate Number:
Year Group:

TIME	YES	NO
Takes longer than expected with work/tasks and/or finishes after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
READING	YES	NO
Needs reading support in class		
Avoids reading aloud		
Has difficulty following written instructions		
Has difficulty processing text – needs to re-read for meaning		
Finds it hard to remember what has been read		
WRITTEN WORK	YES	NO
Handwriting is difficult to read		
<i>... (© PATOSS: Assessing the need for Access Arrangements in Examinations: A Practical Guide, pg. 77)</i>		

You are receiving this message because you currently teach (subject) to (student's name, year group)

Could you identify at least one area which (student's name) finds learning particularly challenging?

Additionally, please outline two strategies or supports you are using to assist (student's name) either during lessons or outside the classroom.

Thank you.

Collecting feedback from students



The one
where we
led a
horse to
water but
couldn't
make it
drink...



Handout 3

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"/>

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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 <small>in class</small>	<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: _____

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Handout 4

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?

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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?

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Using the evidence collected to complete Part 1 of Form 8 or Form 9



1. What are the candidate's **current difficulties** in the classroom, tests and examinations?
2. What is the candidate's **normal way of working?**

Question 1

Struggles to remember what she has read.

Finds it hard to retain instructions



Question 2

Uses extra time to read back over text to understand



Prompts assessor to consider....

Working Memory

Uses Test of Memory and Learning 2
(TOMAL2)

Question 1

Slow to process instructions.

Takes time to consider responses



Question 2

Uses extra time to think and to plan responses before starting to write.



Prompts assessor to consider....

Processing Speed

Uses Comprehensive Test of Phonological Processing 2 (CTOPP2)

Question 1

Produces smaller volume of written work than classmates.

Better orally than in writing.



Question 2

Uses extra time to complete writing.



Prompts assessor to consider....

Writing Speed

Uses Detailed Assessment of the Speed of Handwriting 2 (DASH2)

Question 1

Slow to read text.

Has to pause to decode words



Question 2

Uses extra time to be able to get through all of the written information.



Prompts assessor to consider....

Reading Efficiency

Uses Test of Word Reading Efficiency 2
TOWRE2

Arrangements made for internal school exams/mock examinations



Handout 5

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

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How Extra Time Was Used

(Completed by teacher)

Tick	
<input type="checkbox"/>	To complete unfinished questions
<input type="checkbox"/>	To correct or amend answers
<input type="checkbox"/>	To expand written responses
<input type="checkbox"/>	To proofread/check answers
<input type="checkbox"/>	To focus on securing the marks they are confident about first
<input type="checkbox"/>	Other (describe): _____

3. Recorded By

Name: _____

Role: _____

Signature: _____

Date: _____

Recording of access arrangements 2025/26

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Handout 6

Evidence log of Normal Way of Working in Mocks and Tests

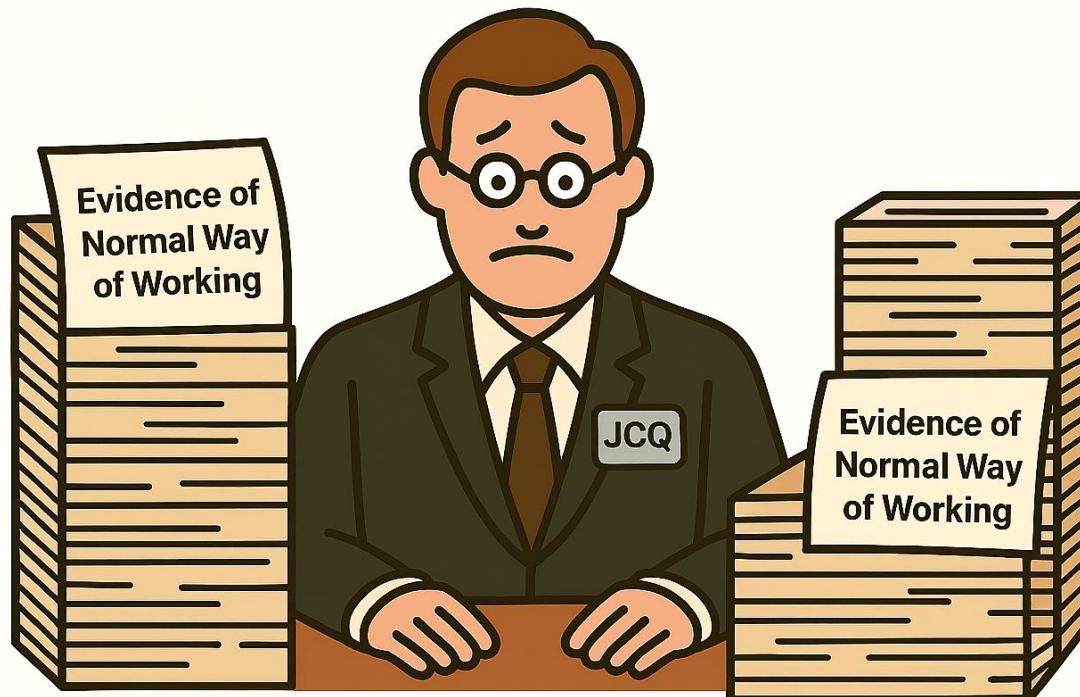
Candidate Details			
Name:		Date:	
Number:		Subject:	
Invigilator Name:		Paper Title:	
Timing			
Standard time:		Start time:	
Extra time:		End of normal time:	
Total time:		Finish time:	
Access Arrangement			
25% Extra Time	<input type="checkbox"/>	>25% Extra Time	<input type="checkbox"/>
Supervised 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?	(refused arrangement, anxiety spikes, tech problems)		
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	

Store and share in line with UK GDPR/Data Protection Act 2018.

Version 1 (Jan 2026)

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Acceptable forms of evidence to support NWoW



- Access Arrangement **monitoring sheet** confirming the use of the access arrangement and how it was used
- **Short timed class assessment** or end of topic test with change of colour pen or font indicating the work completed in extra time
- A sample of **internal tests or mock exam papers** across relevant subjects showing how extra time is applied.
- Comments and observations from subject staff explaining why the adjustment is needed and how it is used in practice.
- Where 25% extra time is evidenced through Form 9, there must also be evidence that supervised rest breaks have been trialled and found insufficient. This should be clearly documented on Form 9.

NWoW takeaways



Courses, training & resources

Assessing for Access Arrangements (AAA)

The Patoss AAA course meets all JCQ requirements for access arrangements assessor training. Set at Level 7, it qualifies you to conduct assessments for all qualifications listed in the JCQ Access Arrangements and Reasonable Adjustments document and complete Form 8 Part 2 in line with JCQ regulations.



"This is a MUST for anyone requiring the assessor qualification who wants high quality training and tutoring when also working full time."



Short courses and CPD



Looking for a quick update on JCQ regulations and requirements for 2025-26? Look no further!

Our selection of on-demand courses includes:

- Updates on the 2025-26 JCQ regulations
- Access arrangements for students retaking exams or moving from GCSE to A level study
- All about the JCQ forms
- Assessing for extra time – test choices and procedures
- Access Arrangements for students with English as an Additional Language
- Foundations in JCQ access arrangements: a comprehensive introduction for new practitioners
- Gathering centre-based evidence of need for Form 8 and Form 9
- Invigilators and adults in supporting roles
- Assistive technology for access arrangements
- The JCQ inspection



- **Foundations of Learning: Understanding Cognition and Learning Needs (Work-related learning)**
- **Insights and Strategies: Supporting learners with Dyslexia and Literacy Difficulties**
- **Understanding the challenges of and supporting learners with maths difficulties and Dyscalculia**



www.patoss-dyslexia.org/Level-2-Accredited-Courses

#4
Inclusion in the workplace

SEN and Sensibility

with Liz Horobin and Sarah Reay



SEN and Sensibility, the podcast that brings you lively, intelligent conversation about current developments in the world of SEN.



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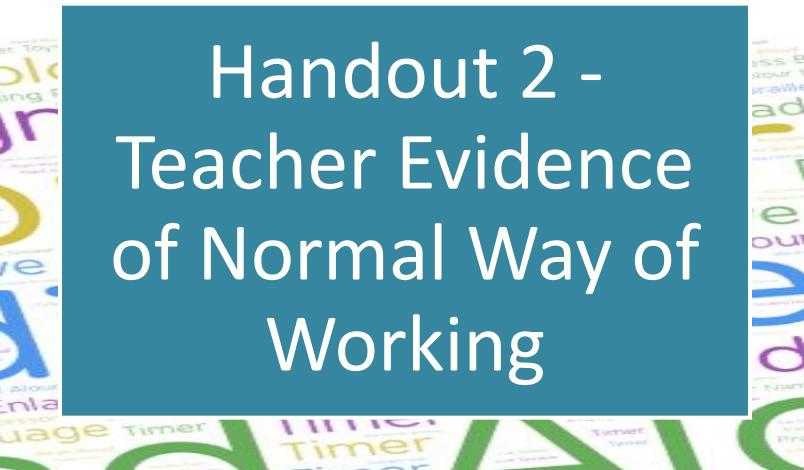
Please visit the Patoss Dyslexia Charity stand for more information

Presentation handouts

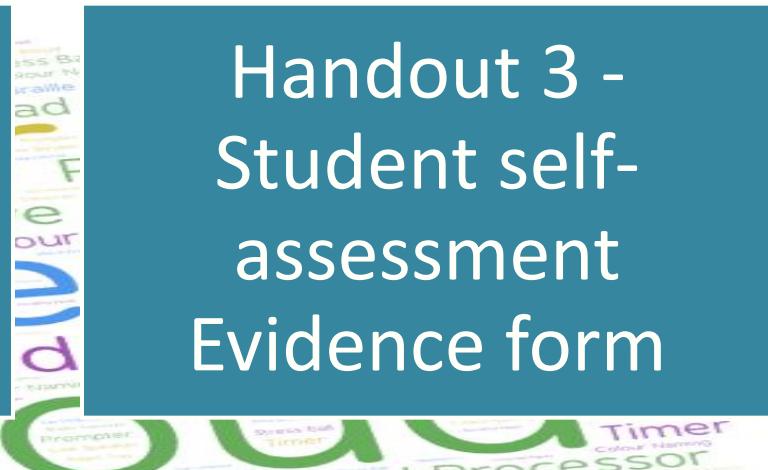
Handout 1 -
Centre-delegated
or applied for
arrangement?



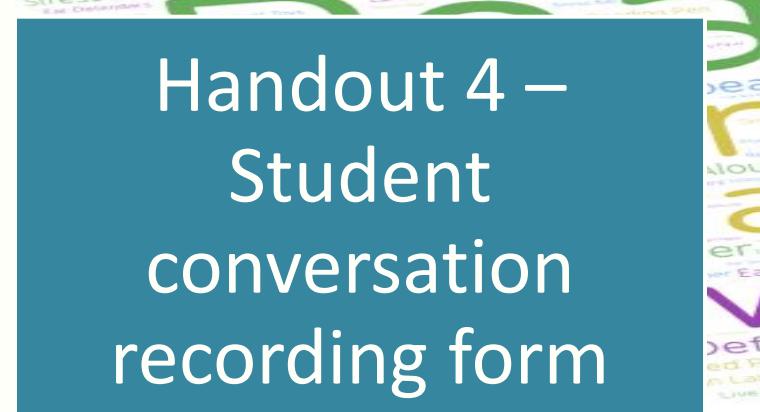
Handout 2 -
Teacher Evidence
of Normal Way of
Working



Handout 3 -
Student self-
assessment
Evidence form



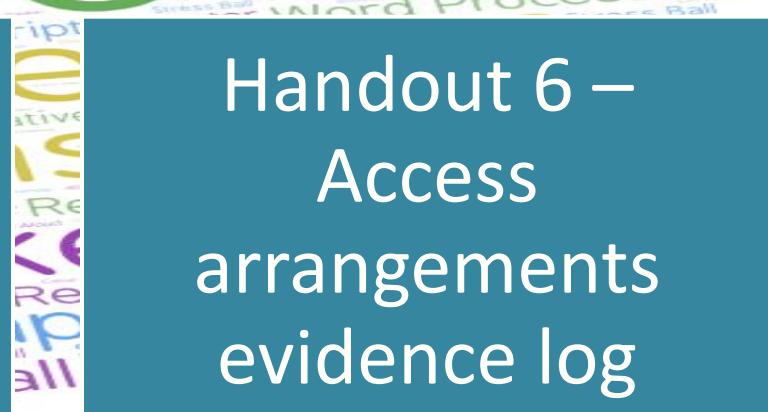
Handout 4 –
Student
conversation
recording form



Handout 5 - Access
arrangements
monitoring form



Handout 6 –
Access
arrangements
evidence log



References and useful links

- Public Health England (2020) Reasonable adjustments: a legal duty. Available at: <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty> (Accessed: 17 January 2026).
- Castiglione, L. (2023). Assessing the need for Access Arrangements in Examinations: A Practical Guide. 7th edition. Patoss Ltd.
- Joint Council for Qualifications (2025) Access Arrangements and Reasonable Adjustments (AARA) Regulations (1 September 2025 to 31 August 2026). JCQ.

