

Supporting information for exam access arrangements *(adapted from Thomas Hardy School)*

| | | | |
|---------------|------------|---------------|-------|
| Student name: | Tutor grp: | Teacher name: | Date: |
|---------------|------------|---------------|-------|

| Difficulties identified in the classroom <i>(please answer any of the following which are relevant to your subject, ticking as appropriate)</i> | | | |
|---|--------|-----------|-------|
| | RARELY | SOMETIMES | OFTEN |
| Poor spellings | | | |
| Illegible handwriting | | | |
| Asks for help from the teacher | | | |
| Uses TA | | | |
| Difference between written and verbal ability | | | |
| Poor organisation of thought | | | |
| Poor memory | | | |
| Poor reading ability | | | |
| Asks TA or peer to read text | | | |
| Uses Text-to-Speech | | | |
| Comprehension (struggles to understand text) | | | |
| Do they always finish written work on time? | | | |
| Do they appear to understand instructions? | | | |
| Is there a delay when answering questions? | | | |
| Any other relevant information: | | | |

Any additional information about student's performance in classwork and tests/exams:

N.B. PLEASE ALSO SUPPLY COPIES OF STUDENT'S WORK WHICH ILLUSTRATES THEIR PARTICULAR NEED.

Details of support/strategies which have been used successfully in the classroom to compensate for these difficulties:

What access arrangements do you consider would be appropriate?
(please tick as appropriate)

| | | | |
|--------|--|----------------|--|
| Reader | | Laptop | |
| Scribe | | 25% extra time | |

