

The role of the teacher in the access arrangements process

1

OBSERVATION

You notice a student who regularly:

struggles to finish work

loses focus or becomes tired easily

has support when reading, writing or using assistive technology

has significant difficulties with reading, writing, processing information

2

REFER TO SENCO / ACCESS ARRANGEMENTS COORDINATOR

Raise your concerns early – **don't** wait for the final deadline

Share what you've observed

3

CLASSROOM SUPPORT TRIALLED

Provide strategies (e.g. extra thinking time, reading support, word processor, prompts)

These should reflect likely exam support

4

TEACHER FEEDBACK PROVIDED

Provide information on the student's difficulties and the support they have in the classroom

Include examples of uncompleted work, fatigue, processing issues

Comment on the effectiveness and consistency of the support given to the student

5

MOCK / TEST EVIDENCE (IF RELEVANT)

For 25% extra time:

Get the student to use a different pen colour (or different font if they type) for the extra time

Comment on the impact of the extra time, both quality and quantity

6

SENCO REVIEWS ALL EVIDENCE

Consider teacher input, classroom support, assessment results, specialist reports, student views

Apply for arrangements if the criteria are met

7

ARRANGEMENT APPROVED AND IMPLEMENTED

Student continues to receive support for internal assessments, mock exams, in line with their normal way of working

Teacher continues classroom practice that reflects agreed arrangement(s)

8

ONGOING MONITORING

Teacher updates the SENCo if the student's needs change

Feedback supports reviews and adjustments