# Exam access arrangements

# Checklist for pupils with Vision Impairment

This Checklist helps you to obtain the necessary information about a pupil’s needs regarding access arrangements. It is intended for internal use by the school and/or sensory support service. It can function both as a prompt for factors to consider and as a record of information for use in applications.

This resource is fully editable; it is intended only as a starting point from which to develop documentation customised to support systems in place locally.

Form completed by:

Role:

Date:

## Pupil information

|  |  |
| --- | --- |
| **Name** |  |
| **Date of birth** |  |
| **Candidate number** |  |
| **Parent/carer name and contact details** |  |
| **School name and centre number** |  |
| **Year group/form** |  |
| **Contact in school, role and contact details** |  |
| **Other professionals involved, roles and contact details e.g. QTVI** |  |
| **Summary of vision difficulties** |  |
| **Additional needs** |  |

## Exam and access arrangement details

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level (e.g. GCSE/ Nat 5/ SATs) & exam board** | **Subject and paper details and level/ paper code** | **Date of application** | **Paper format required (standard/enlarged/ MLP/braille/  non-interactive electronic pdf of standard paper/non-interactive pdf of MLP or braille paper)** | **Amount of additional time**  **(also note if rest breaks needed)** | **Equipment, including assistive technology** | **Reader/ scribe/ practical assistant** | **Other provision** |
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It is recommended that you record what access arrangements are required for each paper, e.g. ‘reader, scribe etc.’ Then add the date the application was made and the outcome for that application, e.g. ‘reader 20/9/23 agreed’ or ‘scribe 26/12/23 refused’. You might re-apply with further evidence and get a refusal overturned.

### Further considerations

* Large desk to accommodate large papers and equipment
* Mains socket, fully charged equipment
* Printout arrangements for word processed answer papers
* Staffing and timing arrangements for transcription of braille answer papers
* Tactile equipment e.g. Bumpons, wikki stix, pin board etc.
* Lighting and space in room
* Contingency plans for assistive technology failure

NB: In preparation for exams, candidates should be made familiar with the format of modified papers through the use of genuine past papers, available from exam boards, and through the use of additional assessment materials produced in-house to a similar standard.