



Referral Form for Reasonable Adjustments and Special Consideration

Learner		Tutor	
Course Title		Course No.	
Awarding Body			

Section A and B to be completed by the tutor Section C is guidance for Section A and B Section D to be completed by the Learner	Date given to tutor: Date to be returned by: To be returned to:
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Section A: Normal way of working

Please describe learner's "normal way of working" in the classroom

Normal way of working-EXTRA TIME

Please use X

Support is needed to complete assessments within a given time	
Submits incomplete work assignments/assessments unless allocated extra time	
Quality and content of written work improves with extra time	
Manifests stress or anxiety in class when placed under exam conditions	

Normal way of working-READER

Uses a computer reader in the classroom	
Uses a reading pen in the classroom	
Requires text to be read out	
Reads aloud in class to understand text	
Uses a reader during mock exams and tests	
Understanding of text improves with the use of a reader	

Normal way of working- SCRIBE

Handwriting is illegible	
Spelling is illegible	
Difficulty in expressing thoughts in writing	
Slow writing speed results in tasks not being completed within a set time frame	
Verbal responses are more comprehensive than written responses	
Able to produce written text quicker when using scribe/voice activated software	

Normal way of working-WORD PROCESSOR

The learner uses a word processor in class and this is their usual way of working	
The learner uses a word processor for extended periods of writing e.g. may not require a word processor for lessons concentrating on reading, but uses it for lessons concentrating on writing	

Normal way of working-COLOURED PAPER

The learner has handouts on coloured paper as their usual way of working in the classroom	
The learner uses coloured overlays in the classroom	

Normal way of working-ENLARGED HANDOUTS

The learner has handouts enlarged onto A3 paper	
The learner has handouts on A4 paper with an enlarged font size	

Normal way of working-BILINGUAL DICTIONARY

The learner uses a bilingual dictionary in class	
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Normal way of working-REST BREAKS

Learner has rest breaks in the classroom because of a medical condition/s	
Learner has rest breaks in the classroom because of social, emotional and mental health needs	
Learner has rest breaks in the classroom for other reasons	
Other: (please provide details about other arrangements that are the learner's normal way of working in the classroom that are not listed above and detail any medical condition/disability requiring specific arrangements)	

Section B: This section contributes to the Form 8. JCQ regulations require 'compelling evidence' – one line/sentence will NOT be accepted.

The tutor must complete this form by the deadline shown on the front of the form.
Completed forms should be returned to the Qualifications Officer/SMT.

An assessment cannot be arranged before this form is completed and returned.

Please refer to the additional notes in Section C to assist in completing this section of the form.

<p>Learner: Answer the three key statements to paint a picture of the candidate's needs</p>
<p>History of Difficulties - Provide relevant information/evidence of the candidate's history of persistent and significant difficulties.</p>
<p>Current Difficulties - Show how the candidate's current difficulties have impacted on teaching and learning in the classroom.</p>
<p>Support & Adjustments - Detail the candidate's normal way of working within the centre, the support and adjustments that are in place in the classroom.</p>
<p>Any other relevant information (e.g. ESOL, medical issues, disability)</p>

Exams Access Arrangements Request – Please use a X to indicate all that apply			
Extra Time based on Processing Speed (This will be confirmed through an assessment)		Extra Time based on Medical Grounds (Medical evidence to be submitted)	
Reader/computer reader		Rest Breaks Required	
Reading pen		Scribe	
Modified Enlarged Papers		Braille Papers	
Coloured Paper (Specify colour required)		Other:	

Tutor name		Tutor signature		Date	
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Section C: Additional Support Notes For Completing Section B

This is to be completed by the tutor and returned to the Qualifications Officer before the candidate is assessed by the external assessor.

History of Difficulties

Within this section you must paint a picture of the candidate's history of difficulties. For example, reference should be made to:

- Problems at the academy, whether given extra time in exams
- History of development of literacy skills
- For progressing learner's details of the development of their numeracy or literacy skills
- The results of any screening tests
- Details of any impairment or disabilities, or medical issues
- Declaration of any needs made by learner e.g. Dyslexia, Disability or Medical conditions. (These may require external reports/letters which will be requested by the Qualifications Officer)
- Information reported by any support staff
- Individual support plans in place for the candidate during the course e.g. 1:1 support, in-class, support sessions outside of the classroom

Current Difficulties

Within this section, evidence from tutor to be documented.

For example, reference should be made to:

- Difficulties in sustaining focus, concentration etc. and completing work
- Understanding of tasks, concepts etc.
- Pace of tasks completed, any additional time given to completing tasks and exams
- Levels of individual performance compared to peers

Support & Adjustments

Within this section, evidence from tutor of support and adjustments that are regularly provided to be documented.

For example, reference should be made to:

- All support/adjustments that are in place for the candidate in the classroom, during tests and examinations – e.g. colour of paper, typed notes provided, enlarged printouts provided, extra time given to complete tasks, rest breaks required, laptop/WP used in class, etc.

- If the candidate needs to read aloud, uses a reading pen, or prefers to have someone read to them
- State if the candidate uses a bi-lingual dictionary in the classroom
- State if the candidate has support from a volunteer in the classroom
- How any extra time is utilised by the candidate e.g. for additional reading time, proofreading work, editing written work
- State if the candidate uses a scribe
- Any other support/adjustments for physical disabilities/difficulties e.g. chair with arms, computer chair, large table, etc.

Section D

Data Protection Notice

So that we can process your application for access arrangements electronically via the access arrangements online system we need your consent to share some of your personal data, which may include data relating to your health, medical condition or any disability, with a number of organisations.

In some cases, we may need to provide more detailed personal information to support the application for access arrangements being made on your behalf. These organisations are the Joint Council for Qualifications (JCQ) and participating awarding bodies (including AQA and Pearson).

Your application will be processed in line with the common standards, regulations and guidance by the Joint Council for Qualifications (JCQ), the information will be sent to the relevant awarding body depending on which subject you are applying for. Your data will only be sent to the relevant awarding body. If you are happy for us to share your data, please provide your consent by completing the declaration below. We will not use your data for any other purpose without your consent (unless authorised to do so by law).

Declaration

For the purpose of processing my access arrangement application, I consent to the use of my name, date of birth and other relevant data as set out above. I understand that this information will not be used for any other purpose without my consent unless authorised by law.

Signed

Date

Print Name