

# Wellington Community High School

## Cambridge Assessment Access Arrangements Form

Access arrangements must be based on evidence of the barrier to assessment and evidence of need. The evidence of need will vary depending on the disability and the access arrangements being applied for.

Evidence must meet the following criteria:

- This form must be filled out **COMPLETELY** for students to be granted access arrangements
- All documentation must be provided by an appropriate professional or a suitable qualified specialist teacher (not related to the candidate) **within 36 months of the exam series**
- Documentation **MUST** state the specific barrier to learning that requires the modification to overcome

Centre number

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Center name: WELLINGTON COMMUNITY HIGH SCHOOL

Candidate Name: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Exam series: **JUNE** or **NOVEMBER** (year) \_\_\_\_\_

### SECTION A: Access Arrangements

These are the Centre-delegated access arrangements offered by our school for Cambridge exams. Put a check the box(es) of the arrangement(s) requested.

<b>25% extra time</b>	<b>Word processor</b> (no spelling or grammar check)	<b>Supervised rest breaks</b>	<b>Color overlay or modified paper</b> (specify)
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### SECTION B: Barrier to Assessment

**What is the student's disability/diagnosis?** \_\_\_\_\_

How is the student's diagnosis a barrier to assessment? Please explain **HOW** the student's diagnosis affects the student's ability to complete the assessment in the time allotted. (e.g., ADHD results in student being easily distracted, TBI results in student needing rest breaks to refocus etc.)

(Write "see attached" if answered in attached evidence)

Explain **WHY** the disability/ diagnosis requires the requested access arrangement(s) because of impact on academic area being assessed. (e.g., dyslexia requires additional time for student to complete and review all written work, etc.)

(Write "see attached" if answered in attached evidence)

