



Joint Council for
Qualifications

Adjustments for candidates with disabilities and learning difficulties

Access Arrangements and Reasonable Adjustments

This booklet covers the following qualifications:
AEA, AQA Level 3 Technical qualifications, Cambridge Nationals,
Cambridge Progression, Cambridge Technicals,
City & Guilds Level 2 & Level 3 Technical qualifications,
ELC, FSMQ, Functional Skills, GCE, GCSE, OCR Level 3 Certificates,
Welsh Baccalaureate qualification (WBO)

With effect from
1 September 2016 to 31 August 2017

For the attention of SENCOs, assessors and senior leaders
within schools and colleges

Produced on behalf of:



5.6 Read aloud and/or the use of an examination reading pen*

***There is not a requirement to process an application using *Access arrangements online* or to record the use of the arrangement. No evidence is needed to support the arrangement.**

- 5.6.1 It can make a significant difference to a candidate who **persistently** struggles to understand what they have read, but who does not qualify for a reader, to read aloud. Where a candidate is reading difficult text he/she may work more effectively if they can hear themselves read.
- 5.6.2 **The arrangement must reflect the candidate's normal way of working in internal school tests and mock examinations.**
- 5.6.3 A candidate who reads aloud to himself/herself **must** be accommodated separately within the centre.

Examination reading pen

- 5.6.4 A permitted examination reading pen **will not** have an in-built dictionary or thesaurus, or a data storage facility.

The use of an examination reading pen, **provided by the centre**, might benefit those candidates who wish to work independently who do not qualify for a reader. **It may increase the independence of candidates who needed a reader for accuracy rather than comprehension.**

An examination reading pen may be used in papers (or sections of papers) testing reading.

Example – examination reading pen

A candidate was found to be mildly dyslexic in Year 7. The candidate has always used a reader in internal school tests.

However, upon being assessed at the start of Year 10, his standardised scores are **89** (reading accuracy), **90** (reading comprehension) and **93** (reading speed). He does not meet the published criteria for a reader.

The SENCo trials the use of an examination reading pen which subsequently becomes his **normal way of working within the centre**. It is an effective arrangement, appropriate to his needs.