

COMPLETING FORM 8 PART 1

Form 8 Part 1 must:

- Be completed either by the SENCO or the designated coordinator working for the Centre.
- Be completed before an application for exam concessions is made and before a referral for specialist assessment
- Paint a history of need and a picture of current need,
- Be completed following consultation with the candidate's teachers demonstrating a need for the concession and how it is used
- Demonstrate clearly a need for the exam concession being applied for
- Demonstrate that the candidate is at risk of being placed at a substantial disadvantage if they are not granted the concession
- Record the candidate's name on every page

Part 1, statement 1: What are the candidate's history of difficulties?

HAVE YOU INCLUDED:	YES	NO
The diagnosis/ specific areas of difficulty?		
The background history, such as when first identified, who by and what happened as a result?		
The support that has been given during Primary School and KS3?		
Impact of intervention demonstrating its need?		
Previous specialist assessment results?		
Other relevant information regarding the individual needs?		

Part 1, statement 2: What are the candidate's current difficulties in the classroom, tests and examinations?

HAVE YOU INCLUDED:	YES	NO
The candidate's current barriers to learning, and how these are evident in the classroom?		
Comments from the candidate's teachers relating to what they find difficult in class (use Teacher Questionnaire)?		
Comments from the candidate themselves regarding what they struggle most with (use student questionnaire)?		
Comments from any support staff working with the candidate regarding what the candidate finds difficult?		
Anecdotal evidence from previous exams/tests regarding the persistent difficulties (e.g. runs out of time, struggles with anxiety)?		

Part 1, statement 3: What support and adjustments are in place for the candidate in the classroom, tests and examinations?

HAVE YOU INCLUDED:	YES	NO
The candidate's IEP?		



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Notes and comments from teachers regarding what they do differently to support the candidate in class (use of the Teacher Questionnaire)?		
Notes and comments from support staff regarding how they support the candidate in class?		
Details of any additional intervention and support provided?		
Comments from the candidate themselves regarding how they overcome their specific barrier (use Student Questionnaire)?		
Tangible evidence for how the access arrangement has enabled the candidate to overcome their substantial disadvantage?		
Evidence of the difference the access arrangements have made in internal exams?		
The Feedback from Internal Exams Form?		
Part 1: OTHER, HAVE YOU INCLUDED:	yes	no
Any supporting evidence, such as SATs results, any screening results, baseline test results		
Any supporting evidence from the candidate's parents?		
The candidate's name on every page?		
Evidence of the candidate being placed at a substantial disadvantage if the access arrangement isn't provided?		