



Working together for exam success

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Aims

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- **Outline the key events which take place to help prepare children and young people with vision impairment for 14+ exams.**
- **Case studies**
- **Highlight the teamwork involved**

Updates on exam provision

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- **Significant progress in the availability of modified past papers for exam preparation.**
- **Exam boards under JCQ (AQA, OCR, Pearson Edexcel, CCEA and WJEC) committed to producing modified exam papers, including braille and modified large print papers, which were not originally produced for live series exams.**
- **Enhanced pool of modified past papers for effective practice and preparation.**
- **Addressing identified issues on quality of modified papers received from support staff and communicating with exam boards.**

Case Study 1: Anja

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Background

- **Modified Large Print User (joined secondary with a preferred format of 22pt Comic Sans on A4 paper)**
- **Brief background on the Anja's vision and normal way of working**

Transition from primary to secondary

- **Transition in first year to 24pt Arial bold for consistency with modified large print format available in exams.**
- **Internal exams produced according to the UKAAF best practice guidance to familiarise Anja with the format for external exams.**
- **Where available modified exam questions are downloaded from exam board websites for the format which they will receive in their exams.**

Parental Involvement:

During review meetings, discuss optimum format and how education professionals are planning for this.

Case Study 1: Anja

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Development of Normal Way of Working

Access arrangements

- Internal exams conducted in controlled conditions identified the need for supervised rest breaks, word processor, 25% extra time, rest breaks and a reader.
- The details of internal exams are logged on Anja's profile, to support the evidence of need and history of provision when applying for access arrangements for final exams.

Use of a reader

- Anja experimented with a reader but preferred to read herself. After a year or so she complained about tired eyes and began using a reader for longer texts.
- Anja works with 2 to 3 members of familiar staff when using a reader in lessons and internal exams.
- Anja and staff members become familiarised with the rules for a reader, and preferred ways of working. The rules establish what the reader can and can't do for Anja in an exam situation. This aids efficient use of a reader within the rules in final exams.

Parental Involvement:

- Ask your child about the amount of time they have for exams. Do they finish? Are they rushed or bored?
- Speak to your child about whether they experience visual fatigue and pick up on how they feel about using a reader, scribe or practical assistant.

Case Study 1: Anja

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Issues experienced during exams

- Timetable clash
- Technical issues with laptop on the morning of her English literature exam, caused a delay to the start of Anja's exam.

Resolutions

- Part of Anja's preparation for exams was to prepare for potential issues like laptop issues or delays.
- Education professionals keep Anja calm, address concerns, provide support and reassurance

Use of Special Consideration process

- Application for special consideration made by Anja's school, by completing an online application, stating which paper was affected, and how this has affected her ability to demonstrate her normal level of attainment.

Parental Involvement:

The aim is to maintain Anja's composure for the rest of her exams. Talk through the issue, discuss with education professionals if needed, reassure her that the school can apply for special consideration if an issue is likely to have affected her ability to take an assessment or demonstrate her normal level of attainment.

Case study 2: Jacob

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Background

- **Audio and tactile learner (grade 1 braille)**
- **Equipment: DAISY player, voice recorder, braille notetaker, Perkins, Penfriend**

Transition into secondary

- **Adapt normal way of working**
- **Build working relationships with adult support**
- **Team discuss areas for development at review/monitoring/provision planning meeting(s)**

Case study 2: Jacob (cont.)

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- **Evidence collection starts for normal way of working.**
- **Move towards aligning with rules for reader/scribe/practical assistant.**
- **Build confidence and resilience.**
- **Sharing of information between home and school ongoing.**
- **Discover preferred subjects.**

Options

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- **Consider workload.**
- **Consider requirement for specialist skills teaching (CFVI).**
- **Team around learner consider potential access issues and address through timely, detailed discussions.**
- **Learner and family make informed choices.**

Preparation for exams

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- **Refines normal way of working and determines additional time for each subject for application for access arrangements.**
- **Increasingly familiar with adult working to rules of reader/scribe/practical assistant.**
- **Targeted revision.**
- **Ongoing communication between home and school to monitor workload/stress/raise concerns.**
- **Build confidence and resilience with awareness of back-up strategies.**



Exam time

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Unforeseen circumstances

- Error on paper
- Issue in exam with equipment

Communication between home and school essential.



Modified formats available

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The standard available formats for 14+ exams in England, Wales and Northern Ireland are:

- **A3 unmodified enlarged.**
- **A4 modified enlarged (18 point bold).**
- **A4 modified enlarged (24 point bold)**
- **A3 modified enlarged (24 point bold).**
- **A3 modified enlarged (36 point)**

- **Grade 2 UEB braille with tactile diagrams**
- **Large print papers with tactile diagram**
- **Non-interactive PDF**


- **SQA: 14pt, 18pt, 24pt, 36pt and 48pt in either portrait or landscape orientation.**
- **SQA question papers can be ordered on coloured paper: cream, pink, yellow, green, purple, blue and orange.**



Access Arrangements for 14+ exams

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- **Supervised rest breaks**
 - **Word processor**
 - **Extra time**
 - **Computer/human reader**
 - **Scribe/Speech recognition**
 - **Practical assistant**
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Questions

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Where can set texts, textbooks and revision guides in accessible formats be obtained from?

QTVI first port of call for advice/support.

What is being done to support consistency in the approach to exams across the UK?

Training for groups of people involved.

Peer support for sharing of best practice and collaborative working.



Any questions?

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