

Supporting students with recording difficulties

Advice for SENDCOs

Reasonable adjustments.

Under the Equality Act 2010 education authorities have a duty to provide reasonable adjustments for disabled pupils.

From 1 September 2012, the reasonable adjustments duty for schools and education authorities includes a duty to provide '**auxiliary aids and services for disabled pupils**'.

There are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features

The reasonable adjustments duty is triggered only where there is a need to avoid '**substantial disadvantage**'. 'Substantial' is defined as being anything more than minor or trivial.

Providing a scribe for a pupil who has difficulties with manual dexterity and who would therefore find it difficult to write large amounts of text, would be deemed as being at a **substantial disadvantage**. but only if the lesson required the whole class to carry out large amounts of written work.

If the lesson did not require the whole class to carry out independent written work, then s/he would **not** be at a substantial disadvantage in relation to his/her difficulties with handwriting and would therefore not need a scribe for that lesson.

Things to think about when putting additional provision in place:

Has the pupil:

- Any ability to write independently i.e. Can they annotate printed notes or edit work which has been provided for them?
- Been offered any alternative ways of recording their work?
Please see additional notes on alternative ways of recording.
- Been referred to the Physical and Medical Team for an IT assessment?
- Access to IT e.g. laptop or appropriate assistive technology?
- Access to appropriate software?
- The necessary IT skills in order for them to complete a piece of written work at the appropriate level of intellectual ability?
- The necessary keyboard/typing skills i.e. Do their keyboard skills disadvantage them and can this be rectified?
- Received advice on how to work with a scribe and have a clear understand of the role of the scribe.

Remember:

You are endeavouring to promote independence and autonomy wherever possible.

The role of a scribe.

First and foremost a scribe should have a clear understanding of how to be a scribe, prior to taking up their role.

They should:

- Know and understand the clear boundaries of their role.
- Write down, exactly what the student dictates. Including SPAG, layout, underlines, paragraphs, maps, graphs or diagrams etc.
- Write clearly, to enable the student to read and review for themselves.
- Amend what has been written, but only if the student identifies and dictates the amendment.
- Read back what they have written.

A scribe should not:

- Explain the meaning of words, phrases or questions - especially if it is an assessment task or exam.
- Suggest when to move on to next part of the work, give advice about how to go about meeting the lesson objective or how to complete an assessment task.
- Comment or give prompts on the content, spelling, punctuation or grammar of what is being dictated.
- Use facial expressions or body language to indicate that the pupil might need to do things differently.

Remember:

The use of a Scribe should neither advantage nor disadvantage a student!

Exam access

Awarding bodies have a duty to make reasonable adjustments and avoid unfavourable treatment towards disabled candidates.

Section 96 (1-6) of the Equality Act 2010 states that when assessing candidates and conferring general qualifications, awarding bodies must not discriminate, harass or victimise and have a duty to make reasonable adjustments.

The Joint Council for Qualifications (JCQ) have a booklet containing comprehensive guidance on exam access arrangements and reasonable adjustments.

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

For further advice and information on alternative ways to record please contact the Physical and Medical Team and we will discuss making a referral for an assessment of needs.

PhysicalAndMedical@bradford.gov.uk

Alternative ways of recording

Ready-made text

- Cloze procedure.
- Sorting sentences, paragraphs or short texts
- Ordering sentences, paragraphs or short texts
- Matching the beginnings and endings of sentences
- Highlighting e.g. verbs in one colour nouns in another
- Teacher to provide photocopied sheets
- Multiple choice questions and answers
- Use part prepared worksheets
- Matching words to definitions.
- Teacher to provide both questions and answers which can be linked with one line.

Recording in maths lessons

- Teacher to provide outline of a graph for pupil complete.
- Provide a hundred square or number-line for pupil to highlight answers.
- For larger numbers use an abacus template to record the number.
- Use digit symbol cards to construct number sentences.
- Use sticky backed numerals or shapes
- Show answers using a number fan.

Sorting and Labelling

- Underline correct label from given list.
- Use post it notes and place them on a sorting board
- Match labels to objects
- Match sentences or pictures
- Match labels to quantities
- Match shapes and solids (2D and 3D)
- Sort objects by initial sound

Use of additional person

- Pupil could dictate work to a helper or 'buddy'
- Choose someone to act as scribe for the whole group .

Images

- Make posters
- Drawings/ diagrams
- Make a 2D or 3D display
- Video recording
- Take digital photos

Charts

- Create word searches and crosswords.
- Flowcharts
- Mind maps
- Group word-storm: where one member of group acts as scribe