



PARENTS' GUIDE TO AAA



Some learners may need support when accessing an exam. This might be because of a physical difficulty (including medical or sensory difficulty), a behavioural or mental health difficulty, or a learning difficulty.



Class teachers are asked to think about the specific needs of learners who may require assessment arrangements for each subject and level. This is because each learner is different—even if a learner has the same additional support need or difficulty as their peer, they may not need the same type of support. This is what we call a 'needs-led' approach.



We can only put assessment arrangements in place when:

- Your child has an identified additional support need;
- The arrangements requested are similar to how your child is supported in class;
- We have gathered enough robust evidence to support the request.



Your child may not need the same arrangement in all subjects. For example, if your child has a condition that affects how they write, they might use a laptop to type their answers in an assessment with lots of writing such as English, but they might not need this in Practical

Cookery where there is a practical assessment and an exam that you only need to write short answers for.



While your child is learning, their teacher will be making decisions about the best arrangements that are possible and that will be suitable to their needs. The teacher will discuss this with your child.



You will be informed of these discussions and be asked to agree to the assessments the school has requested (if your child is under age 16) and to the school passing on some personal details about your child's disability or additional support need to the SQA.

TYPES OF AAA INCLUDE:

READER

SCRIBE

COLOURED
OVERLAYS

USE OF ICT

PROMPTER

LARGE PRINT
PAPERS

REST BREAKS

OTHER
ARRANGEMENTS

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