



Exam Provision 2024 Resources

RNIB shared an update and presentation on preparing for 14 + exams with lots of tips to support your child from their transition to high school

Update on modified Past Papers

Significant progress in modified past papers to prepare for exams

- Exam boards under JCQ have all agreed to produce modified past papers for a live series
- Deadline to order past papers is 31 october

Information about formats of modified papers

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.



Points from RNIB Case Studies

- Give your child time to settle into their new environment. Establish a good working relationship with QTVI, TA, SENDco and subject teachers.
- Once settled the team around your child will start to think of areas of development and how to access exams later on.
- Evidence should be collected on additional time that your child needs for assessments etc.
- Ask questions about how professionals are helping to prepare your child for exams.
- Access arrangement to be assessed and considered early on to build up a preferred way of working.
- Evidence of need for exams will be monitored
- Take note of visual fatigue and develop the most efficient way for your child to access the exams.
- Establish the need for extra time and appropriate rest breaks.
- Supervised rest breaks are in addition to extra time and a break from the paper.
- Parents, be mindful to ask your child how they feel about the exam arrangements. Are they rushed or bored or if they have found any aspect difficult?
- Ask about your child's visual fatigue during or after the exam and feed information back to school.
- During exams if there is a clash it is possible to move some exams to later in the day. They can be moved to the next day even if it's a Saturday if required.
- Be aware tech issues can happen and be prepared to calm and soothe your child. You can talk about special considerations that can be applied for if time has been wasted.
- Prepare for any potential issues that can arise, talk them through so your child is less panicked and more prepared.
- Exam officer will take notes to see how this has affected the smooth running of the exam.



- If there are errors in the paper, the school and QTVI write a statement on what has happened. School to ask for special consideration if they think this is appropriate.
- Liaise with the school and try to keep your child calm. Explain what can be done in these circumstances.
- Once settled the team around your child will start to think of areas of development and how to access exams later on.
- After a couple of years in Secondary School school evidence will be collected to show your child's normal way of working.
- Collect evidence on additional time they need on assessments
- Build your child's confidence and resilience for tests and assessments
- Your child should be getting used to different staff that will be working with them.
- Tech issues can happen and can also build resilience.
- Communication between home and school is important. Update everyone if your child tells you anything that concerns you about how they are coping..

Choosing Options

- Try out all subjects at school, it will then be easier for your child to choose what they would like to take as an option
- School should provide a modified options booklet.
- Attend parent/carers evenings to speak to subject teachers and ask how your child will access their subject.
- QTVI will liaise with school around course specification to identify access needs and also needs relating to assessment.
- Consider work load with certain subjects and the amount of GCSEs that are taken. Each child is different.

Revision

- QTVI and subject teachers to get together with the child and decide the target areas for your child to study rather than unnecessary overload.
- Families should feedback into the team about how your child is coping, raise any concerns about revision work load, fatigue and your child's wellbeing
- Exam resources are the responsibility of the school and your child's QTVI they are best placed to lead on this.



- Text books for brailist should be modified in house particularly if the teacher is only using part of a topic- it makes things more streamlined for the student.

3 Key Points

- As a family, start your communication with settings early. Use the [CFVI](#) as a resource to support a wider discussion which should be ongoing.
- Ensure the school Exams Officer is plugged into your system. They are a great ally and will be the key person for adapted resources in assessment
- Exam Boards want to support and communication is key from the setting

Email CYPF@rnib.org.uk for any individual questions you may have around exam provision for your VI child or young person.

[JCQ Exam Guidance](#)

[Revision Guides](#)

[RNIB Bookshare](#)

[RNIB Talking Books](#)

[RNIB Talking Books Alexa](#)

[RNIB Personal Transcript Portal](#)

[Guide Dogs Custom Eyes Modified books service](#)

[Useful Links](#)

[RNIB Curriculum Framework](#)

[Information for parents of children with vision impairment | RNIB](#)

[Education and learning tools for visually impaired children | RNIB](#)



[Access to exams and tests | RNIB](#)

[Guidance on exams from JCQ](#)

[Project Gutenberg - A Library of free E books](#)

Last year we also ran a panel event with a slightly different focus. You can find the recording and resources here:

[LOOK Exam Provision Resource 2023](#)