

Assessment Strategies for children and young people with hydrocephalus

- Use assessment strategies that **focus on the knowledge the child has accrued** rather than the speed at which they can apply or demonstrate that knowledge
- Replace timed tests with **alternative assessment procedures**
- Allow **extra time** for tests and examinations
- Allow **supervised breaks** during tests
- Provide a **reader or text-to-voice software** to read test questions to the pupil in order to accommodate different reading fluency
- Provide a **scribe or voice-to-text software** to record pupils' answers to accommodate different writers' fluency
- Use test formats with **reduced written output formats** like true/false or fill in the blank forms of assessment
- **Avoid multiple-choice questioning** which can be confusing and lead to 'guess' responses
- For advice about examinations, follow the link for the **Joint Council for Qualifications** (JCQ) regulations booklet <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- **Drive for Literacy** has an **Access Arrangements Guide** for parents to download and there is also some advice about computer readers for the classroom and examination reading pens for tests <https://www.driveryouthtrust.com/wp-content/uploads/2016/01/Parents-guide-to-access-arrangements-updated-071116.pdf>