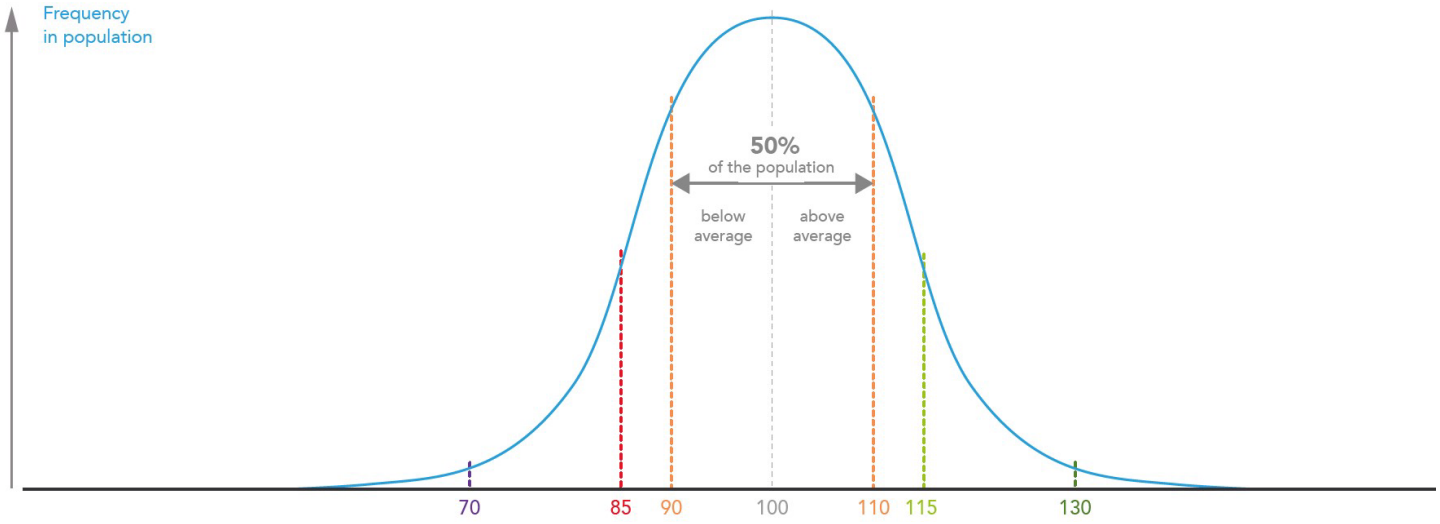
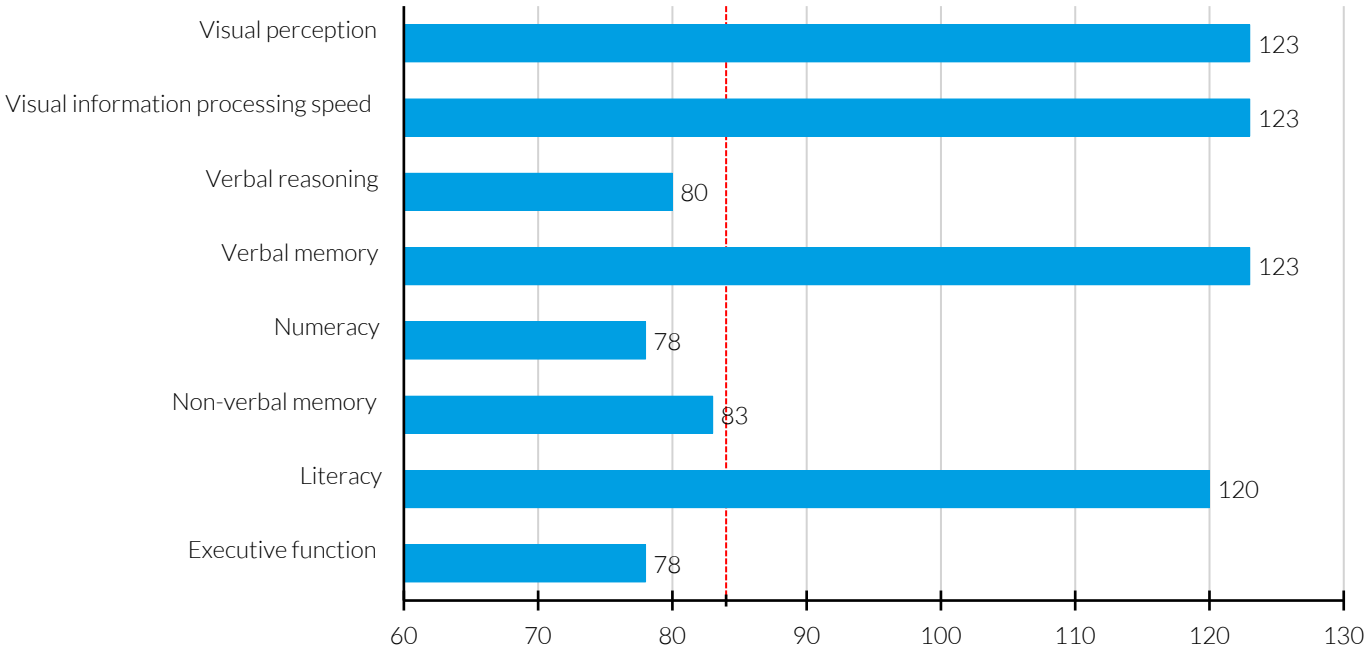
Joe's results

Through an understanding of how a person's domains compare to one another, and compare to the population as a whole, it's possible to dramatically improve the way that person thinks and learns.

This chart shows the resulting standard scores for each domain, how domains compare to one another and how this compares to a large population of the same age and gender.





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Supporting Joe

A learning need is evidenced by reporting a standard score of 84 or less in any of the assessed eight domains. This neurodiversity assessment report can be used as evidence to support an application for Learning Support Funding for Joe.

Eligible for Learning Support Funding

Joe has demonstrated a learning need within:

executive function, numeracy, non-verbal memory, verbal reasoning,

Qualifies

Joe satisfies the criteria to be considered for Learning Support Funding. They have a learning need which, if unsupported, is likely to affect their ability to continue and complete their apprenticeship.

A tailored learning resource has been created for Joe which will provide personalised training in strategies to overcome challenges related to their learning needs. Specialist guidance will also be provided to support a Tutor in how to adapt and personalise training for Joe.

It is important that Joe engages with their learning strategies each month, in order to progress through their personalised development plan. The strategies provided will support Joe within education and training, employment and their personal life. Monthly reports will be available to provide information on Joe's program of tailored interventions that should be used as part of an embedded support strategy for evidence to support Learning Support Funding claims.

Domain	Standard score	Funding
Verbal memory	123	Not qualified
Literacy	120	Not qualified
Numeracy	78	Qualifies
Visual information processing speed	123	Not qualified
Non-verbal memory	83	Qualifies
Executive function	78	Qualifies
Verbal reasoning	80	Qualifies
Visual perception	123	Not qualified

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Activities likely to benefit from support

There is an opportunity for support within numeracy where a weakness has been identified with enough significance to likely be a barrier to them within their program of learning specifically with tasks associated with the activities in the table below.

A learner with a need in numeracy will typically have difficulty with the following areas of a learning qualification framework:

Skill area	Activities for numeracy
Analysis	• Measuring, ranking information, understanding ratios. • Recognising value in special offers. • Comparing two products. • Estimating a required need, given specific circumstances. • Carrying out procedures for concrete operations. • Understanding facts about addition or multiplication. • Conceptual understanding of the operations or principles and how they relate to one another.
Non-verbal communication	• Identifying and analysing patterns. • Understanding the names given to mathematical operations, e.g., division, square root.
Verbal communication	• Planning ahead with a task. • Time management and planning. • Planning appointments and being on time.
Problem solving	• Understanding calculations. • Applying logical reasoning to operations and recognising the links between these operations.

Reasonable adjustments for end-point assessments

The following reasonable adjustments need to be considered for this learner at end-point assessment.

Assessment type	Adjustments
Observation	• Limit the amount of numerical information given at one time. • Give clear instructions. • Demonstrate practical tasks, e.g., using left and right or clockwise and anti-clockwise. • Express timings more than once and clearly.
Practical	• Limit the amount of numerical information given at one time. • Give clear instructions. • Demonstrate practical tasks, e.g., using left and right or clockwise and anti-clockwise. • Express timings more than once and clearly.
Test	• Give clear instructions. • Express timings more than once and clearly.
Presentation	• Give the learner time to think before requiring them to respond to any verbal or written instructions or questions.