

**St. Patrick's High
School**



**Examinations Access
Arrangements Policy**

Latest Review: *September 2023*

Next Review: *September 2024*

ADOPTED BY THE BOARD OF GOVERNORS

Mission Statement

As a Catholic School in partnership with parents and the community, the school seeks to provide children of all abilities with a secure, caring, stimulating and happy environment where high values of work, personal integrity and learning can be achieved and where all pupils are encouraged to develop their talents and character and to contribute positively to home, school, church and society.

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Exam Access Policy

This policy should be read in conjunction with the following policies and external legislation and documentation:

Policies

- Examination Invigilation Policy
- Controlled Assessment Policy
- Appeals Policy
- Malpractice Policy (to include Appeals)
- Word Processing Policy
- Child Protection Policy
- Positive Behaviour Policy

External Legislation & Documentation:

- Joint Council for Qualifications:
General Regulations for approval centres
- Joint Council for Qualifications:
Instructions for conducting examinations
- Joint Council for Qualifications:
Instruction for conducting non-examinations
- Joint Council for Qualifications:
Instructions for conducting controlled assessments
- Joint Council for Qualifications:
Instruction for conducting coursework
- Joint Council for Qualifications:
Access Arrangements & Reasonable Adjustments
- Equality Act 2010, Her Majesty's Stationery Office, London
- Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO 2005)

Policy Statement

Objective:

The purpose of the Examination Assess Policy is to give guidance to members of staff regarding examination and controlled assessment access arrangements.

Examinations Team

Dr F Moore (Principal)

Mrs G Lundy (Vice-Principal)

Mrs K McKenna (Vice-Principal)

Mrs G Doherty (SLT Examinations; SENCo)

Ms T Copley (Assistant SENCo)

Mr S O'Connor (Examinations Officer)

Ms S Dillon (Assistant Examination Officer)

Additional Notes

Policy Number 2018/10/2

Update History:

September 2018

September 2019

September 2020

September 2021

September 2022

September 2023

Rationale

This document outlines the school policy on Access Arrangements in examination. These are arrangements put in place to ensure all students have equal access to examinations. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Students should not be disadvantaged by any learning, medical, physical, sensory or psychological difficulty they may experience.

The school must comply with the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications publications.

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

What are Access Arrangements?

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a disadvantage in comparison to someone who is not disabled. According to statutory guidance, disability means 'limitations going beyond the normal differences in ability which may exist among people'.

Whilst separate legislation is in place in Northern Ireland, the definitions and procedures in the JCQ regulations relating to access arrangements and reasonable adjustments will apply. The definition of disability is defined in the Disability Discrimination Act 1995 (as amended). The provisions that make discrimination in the arrangements for awarding general qualifications by awarding bodies unlawful are contained in Part 3, Chapter 3, of the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO 2005).

A candidate with a disability or difficulty which has a substantial and long-term effect on performance in examinations may qualify for Access Arrangements. Access Arrangements should allow students with substantial long term special educational need or short-term illnesses or injuries to demonstrate their skills, knowledge and understanding without affecting the integrity of an assessment or examination. Access Arrangements are not intended to help certain candidates, or give them an advantage, but to give them a fair opportunity to demonstrate their knowledge and skills.

Failure to comply with the JCQ regulations (permitting Access Arrangements within the centre which are not supported by appropriate evidence) had the potential to constitute malpractice which may impact on the candidate's result(s).

Access Arrangements encompass a wide range of provisions which include:

- Being allowed to sit examinations in a smaller room
- Supervised rest breaks
- Use of colour overlays
- Prompter
- Extra time
- Reader or e-reader pen

- Scribe
- Use of work processor
- Practical assistant
- Oral language modifier
- Use of bilingual dictionaries with or without extra time
- Modifications for visually and hearing-impaired candidates
- Copying of examinations onto coloured paper
- Alternative site for the conduct of examinations

Access Arrangements are agreed and planned for before an assessment but can also be provided in an emergency or in response to a temporary illness or injury.

Reasonable Adjustments

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- The needs of the disabled candidate;
- The effectiveness of the adjustment;
- The cost of the adjustment; **and**
- The likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- Involves unreasonable costs to the awarding body;
- Involves unreasonable timeframes; **or**
- Affects the security and integrity of the assessment.

This is because the adjustment is not “reasonable”. In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

AIMS

St Patrick’s High School will ensure that students identified as having a need are provided with and prepared for access arrangements that allow them to:

- Access the assessment at the same level as their peers
- Demonstrate their knowledge/skills without changing the demands of the assessment

ROLES AND RESPONSIBILITIES

Role of SENCO/Learning Needs Coordinator

The SENCO will:

- Ensure specialist diagnostic testing is implemented to identify and support need and provide appropriate evidence for a candidate's access arrangement.
- Plan, implement, monitor and review appropriate intervention strategies and support to pupils in line with the Special and Additional Needs Policy.
- Monitor and review evidence of 'normal way of working' for pupils identified as having a need.
- Identify and compile initial list of pupils requiring Access Arrangements (June of each year).
- Review list of candidates requiring Access Arrangements with Examinations Team (SLT) before applications are processed.
- Review the evidence before an on-line application is processed, ensuring that the candidate does meet the published criteria for the respective arrangement.
- Ensure that applications are processed on time, no later than the published deadline
- Ensure that the full supporting evidence is in place before an on-line application is processed.
- Ensure that the agreed access arrangement has been put in place before the candidate's first examination, e.g., internal school tests and mock examinations.
- Provide agreed list of all pupils requiring access arrangements to the Principal, SLT responsible for Exams and the Examinations Officer in advance of each exam season.
- Inform students and parents of student need and access arrangements in place.
- Inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.
- Keep a record of evidence, complete recognised forms and present all paperwork for inspection.
- Check accuracy of examination rooming and seating plans for pupils with Access Arrangements.
- Liaise with the Examinations Team in organising access arrangement for candidates including rooming, allocation of scribes, readers and prompters etc
- Oversee support for access arrangement candidates as defined in the JCQ access arrangement regulations.

Role of Examination Offer

The Examinations Officer will:

- Oversee all examination procedures.
- Arrange for permitted modifications to be made to the papers in advance of the exam start time.
- Organise and train invigilators and support personnel.
- Order modified language papers where applicable.
- Oversee the hand-out of papers to candidates who are being invigilated separately.
- Ensure invigilators are aware of candidates with Access Arrangements including those involved in online exams who are entitled to extra time.
- Will train invigilators annually in line with JCQ guidelines and school policy.

Role of Teaching Staff:

- Teaching staff are responsible for ensuring that where a student is entitled to an access arrangement that these arrangements are in place for all assessments.
- Evidence must be kept of the use and benefit of the arrangements.
- Alert the SEN and Exam departments in advance if they are needed to provide support for non-timetable exams/controlled assessments.
- Complete an exam concession referral form for any students they may feel would require an access arrangement (***See Appendices***).
- Provide supplementary evidence of need for an arrangement; e.g., classwork or internal test papers.

Role of the Assessor:

The assessor must be a specialist teacher with a current SpLD Assessment Practising Certificate, or an appropriately qualified psychologist register with the Health & Care Professions Council. **OR** hold a post-graduate qualification in individual specialist assessment at or equivalent to Level 7.

All specialist assessors must:

- Have a thorough understanding of the current edition of the JCQ publication, Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved.
- Be familiar with the Equality Act.
- Hold an appropriate qualification to teach and make recommendations for the secondary aged or adult learners who have learning difficulties.
- Record the results of any tests completed indicating that the impairment has a substantial and long-term adverse effect on the candidate's performance.
- Work only within their area of expertise and in an ethical fashion.
- Use age appropriate, nationally standardised and up-to-date tests appropriate to the individual.
- Report the results of their assessment within Section C of Form 8. And
- Provide the centre with evidence of their qualifications.

Role of the Head of Centre

The Head of Centre is responsible for:

- The quality of the access arrangements processes within his or her centre.
- The appointment of assessors, checking the qualifications and those assessing candidates (e.g., photocopying of certificate or printout).

The role of Invigilators for Exam Access Arrangements:

As per the Examination and Invigilation Policy, the role of the invigilator is the person in the examination room responsible for conducting a particular examination session in the presence of the candidates. Invigilators have a key role in upholding the integrity of the external examination/assessment process. The JCQ document must be available to the invigilators in the main examination room.

Invigilators must:

- Be familiar with the JCQ document, *Instruction for Conducting Examination*.
- Give all their attention to conducting the examination properly.
- Be able to observe each candidate in the examination room at all times.
- Be familiar with the *JCQ Mobile Phone Poster, JCQ Information to Candidates, the JCQ Warning to Candidates*, and any specific instructions relating to the subjects being examined.
- Inform the Principal if they are suspicious about the security of the examination papers. The principal will contact the Awarding Body immediately and send a full written report within seven days of the suspicion arising.

Invigilators must not:

- Carry out any other task in the examination room e.g., marking, reading etc.
- Engage in any form of malpractice/maladministration which could give candidates an unfair advantage or disadvantage.
- Direct candidates to particular questions for particular sections of the question paper.
- Make any comment where a candidate believes that there is an error or omission on the question paper. The invigilator must however, refer the matter immediately to the exams officer.
- Give any information to candidates about possible mistakes in the question paper, unless there is an erratum notice or permission has been given by the awarding body.
- Comment on the content of the question paper.
- Read a word or words printed on the question paper to a candidate, other than the instructions on the front cover, unless the candidate has been awarded a reader.
- Re-phrase a question for a candidate.
- Explain any subject-specific or technical terms to a candidate.
- Offer any advice or comment on the work of a candidate.
- Unless the candidate has been awarded a prompter, give any indication of the time elapsed or remaining. This also extends to where a question paper consists of distinct sections. ***A five-minute warning to candidates, although not encouraged, may only be given at the end of the examination.***

The invigilator must not undertake any of the above as they constitute malpractice.

All invigilators will be asked to start at 9.00am for 9.15am exam and 1.00pm for 1.15pm start. In addition, some exams may not finish at 3.30pm due to the length of the exam. If this is the case invigilators may be asked to stay past 3.30pm

- At 8.45am Invigilators must meet with the Exams Officer and SLT (Exams) in the Main Hall for a briefing. The EO briefs the Chief invigilator and any other Invigilators regarding finish times, access arrangements etc.
- The Invigilators for satellite exam room(s) take sealed exam packets along with seating plans, cover sheets and any other materials needed (answer booklets etc.) to set up their exam room(s) according to the JCQ guidelines. (See Appendices).
- SLT (Exams) and the Exams Officer open the main hall exam packets and the invigilators put them on the tables according to the seating plan and candidate cards.

- If a candidate hasn't arrived by 9.30am the Invigilator should inform the Examination Officer.
- Mobile phones and watches should not be brought into the examination room. A supervisor will remain outside the Examinations Room for the purpose of contacting the Examinations Officer if required.
- Invigilators must inform the Examination Officer if a student arrives late and make a note of the time on the Log Book.
- If there are multiple students in the room, please ensure a space is set up for the late candidate to ease disruption.
- Once the student(s) have arrived at 9.15am you can begin the exam. If you are acting as a scribe or a reader, please make reference to memory aid. (See Appendices).
- Invigilators must be mindful that extra time may not always be required and the candidate can leave at the official finishing time.
- All relevant cover sheets must be completed and returned with the examination paper to the main hall enclosed in the envelope provided.
- Invigilators must return all resources to the Examinations Officer after the exam has finished.
- Designated exam rooms must be left as found
- It is the invigilators responsibility to inform the Examination Officer if you are invigilating on a day of absence.
- Invigilators must ensure all queries are answered prior to the day of the exam.

PROCEDURES

Student Identification

In order to qualify for an Access Arrangement a student must have a disability. According to the Equality Act 2010 a disability is a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities'. The impairment must have lasted, or be likely to last, for 12 months or more.

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have a disability.

Students are identified as having a possible need using:

- Baseline testing including Cognitive Ability Testing (CAT Testing) and information received from primary/transferring schools.
- Subject Teacher/Classroom Assistant Referral.
- Parental referral (needs to provide evidence from a professional body)
- History of need.
- Specialist diagnostic testing that indicates a significant learning need.
- Statement of Special Educational Needs.
- Lettering from outside agencies, including Hospital Consultants, CAMHS and Speech and Language Therapists (GP's letters are NOT acceptable)
- Medical diagnosis requiring modifications to ensure equal access.
- Their normal way of day to day working.

Evidence necessary to award Access Arrangements.

In order for a centre to apply to an exam board for access arrangements the centre needs to provide:

- Signed Data Protection Sheet
- Completed Form 8 or SENCO evidence of need letter (See Appendices 2 & 3).
- Testing completed by a specialist assessor **no earlier than Year 10**.
- Evidence of normal way of working

Private Reports/Assessments recommending Exam Access Arrangements

JCQ specify that normal way of working is priority when considering awarding an Access Arrangement to a student. Therefore, whilst we will accept private reports, we will not automatically award an AA based on it. It will trigger an internal investigation into the **Normal Way of Working** for that student.

As an exam centre we must ensure that no student is 'either given an unfair advantage or is disadvantaged' by any arrangements in place. We have our own internal specialist assessor. Often private educational psychologists recommend that children should receive exam access arrangements which can be in conflict with what the centre's Specialist Assessor recommends. As such, we will not necessarily accept the recommendations of a Private Report/Assessment JCQ states:

Where a centre elects either to accept or reject a private commissioned report from an external professional, the Head of Centre or a member of the Senior Leadership Team must provide a brief, written rationale to support this decision which must be available for inspection purposes.'

Therefore, parents may request an independent assessment. However, the Head of Centre may elect to accept or reject a private commissioned report.

An independent assessor must contact the Centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8.

External Private Candidates

Any external candidates taking exams at the Centre must provide the following:

- A Form 8 report from a Specialist Assessor along with copies of previous Exam Assess Arrangements from schools or colleges.
- The Centre will make the application to the Exam Boards and the candidate must sign the Data Protection Sheet.
- As per JCQ regulations certain applications may need to be supported with:
 - A letter from CAHMS or a clinical psychologist or psychiatrist
 - A letter from a hospital or consultant
 - A letter from the Local Authority Educational Psychology Service
 - A letter from the Local Authority Sensory Impairment Services
 - A letter from a Speech and Language Therapist

Applications must be processed and approved before an examination or assessment, no later than the published deadline. Late applications on account of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the published deadline are permissible, using Assess Arrangements online where required. Centres must process applications in line with JCQ regulations Assess Arrangements and Reasonable Adjustments. Any application processed after the published deadline may be subject to scrutiny. Where an existing approved

application will expire prior to or during the June examination series, and the candidate is studying at the same qualification level, it is perfectly permissible to re-process the application after the expiry date.

Notes regarding the use of word processors

Certain candidates may be allowed the use of word processors in written examinations. This should be appropriate to the candidate's needs and may only be allowed when a substantial and long-term adverse effect on the ability to write is the result of:

- A learning difficulty
- A medical condition
- A physical disability
- A sensory impairment
- Slow handwriting speed or handwriting that would be very difficult for an examiner to read and may adversely affect marks.

Examination word processors must have the spelling and grammar check/predictive test disabled where the candidate does not have an approved application for a scribe. Candidates must be reminded to save at regular intervals. In this way, loss of work is kept to a minimum if a complication or technical difficulty occurs. The candidate using a word processor must be present when the script is printed off so as to verify that the work printed is complete and is his or her own.

Candidates transferring into Year 13

When a student requests access arrangements, following transfer to Year 13, the school is compelled to follow the rules and guidelines issued each year by JCQ. For instance, where a candidate has been allowed extra time for GCSEs then SENCO must have available evidence which clearly shows that extra time is still needed for GCE AS and A2 examinations, and that the candidate continues to have an impairment which has a substantial and long-term effect on his/her speed of working. It is likely that some re-assessment is necessary and some students may find they are no longer eligible for access arrangements if they do not meet the criteria.

Candidates sitting examinations set by awarding bodies not regulated by JCQ

When a candidate is entered for an examination set by an awarding body that is not regulated by JCQ, s/he may find that the rules regarding access arrangements are different. In most cases, the candidate's evidence of need will be accepted, although a separate application must be made, but the awarding body set their own rules regarding access arrangements and their use in specific subjects.

Vocational Qualifications

A large number of access arrangements and reasonable adjustments can be used to facilitate access to vocational qualifications, as long as they do not impact on any competence standards being tested. They must not affect the reliability or validity of assessment outcomes nor must they give the learner an unfair advantage.

Malpractice

Failure to comply with the regulations contained in the JCQ document 'Access Arrangements and Reasonable Adjustments' have the potential to constitute malpractice which may impact on the candidate's result(s).

Examples of failure to comply include,

- putting in place access arrangements/adjustments that are **not** approved;
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments);
- arrangements/adjustments within the centre which are **not** supported by appropriate evidence; or
- charging a fee for providing reasonable adjustments to disabled candidates.

REVIEW AND DISSEMINATION OF THIS POLICY

The Board of Governors and Principal, in consultation with the staff, will update and amend this policy annually

The policy is available on the school website. Paper copies are available from the school on request.

Appendix 1

Referral Form

Please complete this form if you have concerns over a student's learning in the classroom. This information will be used as part of the evidence gathering process required for exam access arrangements.

Name of Student: _____ Class: _____

Name of Teacher: _____ Subject: _____

Time	Yes	No
Always finishes tasks after others		
Needs extra time for assignments		
Needs extra time to respond to questions		
Needs careful explanation in straightforward language of tasks/assignment titles		

Reading	Yes	No
Needs help with reading in class		
Appears to read more slowly than others		
Avoids reading out loud		
Has problems following written instruction		
Finds it difficult to quickly get the idea of what s/he has read		
Finds it difficult to remember what s/he has read		

Written Work	Yes	No
Handwriting difficult to read		
Has difficulty copying from the board		
Finds taking notes hard		
Works on laptop/computer rather than writing		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		
Grammar and punctuation inconsistent		
Appears to write more slowly than others		
Work lacks structure		

Memory and Concentration	Yes	No
Has difficulty following oral instruction		
Has difficulty concentrating for long periods		
Has difficulty remembering messages, appointments		
Needs to have instructions repeated		
Need to have instructions written down		

Practical Tasks	Yes	No
Good with practical tasks		
Prefers practical tasks to written ones		
Understanding is better when a task is demonstrated and practised		

Organisation	Yes	No
Weak organisational skills – loses things, forgets items s/he needs to bring		
Finds it hard to meet deadlines		
Homework either late or not handed in		

Vision	Yes	No
Needs large print version		
Uses coloured overlay when reading		
Benefits from handouts on coloured paper		
Needs colours named		

Hearing	Yes	No
Needs to sit facing a speaker		
Needs a transcript of listening activities		

Exams	Yes	No
Finds revising for exams hard		
Unable to finish an exam in the time allowed		
Panics when faced with tests		
Needs to take frequent rest breaks		
Needs timely reminders to stay focused on task or to move onto the next task		

Please comment on what adjustments are made in the classroom and the degree to which they are successful:

Any other information:

Appendix 2

This has been revised in 2019/2020 and should now be completed online via the Access Portal prior to application being made for Access Arrangements. Application for a 'Reader' for a student no longer requires a F8 form. A short concise note on school headed paper detailing why the student requires a 'Reader' is sufficient. For a candidate to qualify for Extra Time from 2021 onwards they must have:

- At least two scores of 84 or less relating to two different areas of speed of working; or
- One score of 84 or less and one score between 85-89 relating to two different areas of speed of working.

Form 8

JCQ/AA/LD
Form 8

Application for Access Arrangements – Profile of Learning Difficulties

Applications for the following qualifications **must** be made using *Access arrangements online*:

AQA Applied General qualification, AQA Level 1, Level 2, Level 3 Technical qualification, BTEC Firsts, BTEC Nationals, Cambridge Nationals, Cambridge Technical, FSMQ, GCE, GCSE, OCR Level 3 Certificates, WJEC Level 3 Applied qualifications.

This form **must** be used to collate the evidence and **must** be kept on file within the Centre by the SENCO for inspection purposes.

Please read Chapter 5, 7 and 8 of the JCQ publication *Access Arrangements and Reasonable Adjustments* **before** completion of this form.

If the candidate is sitting Functional Skills qualification the completed form must be sent to the Special Requirements Unit of the awarding body conducting the examination(s). Please list the name(s) of the subject(s) being studied.

This form must also be used for AWA and OCR vocational qualifications with externally assessed components.

The SENCO, or the assessor working within the Centre, must complete Section A and B.

Academic year(s)		First Examination Series	
Centre No.	71621	Centre Name:	St Patrick's High School
Centre email address:	Info@stpatricks.keady.ni.sch.uk		
Candidate Number		Candidate Name:	

Examinations for which an application is made

(This section does not need to be completed for a GCE or GCSE candidate unless a referral to an awarding body becomes necessary.)

Awarding Body	Specification Title	Specification Entry Code	Component/Unit Codes

If the candidate has previously been granted access arrangements by an awarding body, please specify:

--

Declaration

I am satisfied that the information proved on this form is accurate. I fully support the application and confirm that the candidate is/will be appropriately entered for the examination(s) concerned and will be able to demonstrate the assessment objectives required by the specification.

Candidates Name			
Head of Centre/SENCO			
Name (please print)		Date	
Signature			

Section A, B and C of Form 8 **must** be used for recording the evidence required for an on-one application using Access arrangements online (See page 1 for the list of qualifications) for a candidate with learning difficulties, which results in a substantial and **long-term impairment** and who requires one or more of the following access arrangements: **a computer reader/reader, 25% extra time, extra time of up to 50%, an Orla Language Modifier or a Scribe.**

Section A	Candidate's Name:
<p><u>This section must be completed by the SENCO, or the assessor working within the centre, and given to the assessor before the candidate is assessed.</u></p> <p>Within this section you <u>must</u> paint a picture of the candidate's needs – see section 7.6.1 of the JCQ publication Access Arrangements and Reasonable Adjustments.</p> <p>For example, reference should be made to:</p> <ul style="list-style-type: none"> ● The results of screen tests; ● Individual education/learning plans or support plans in place for the candidates; ● School reports ● Pupil tracking data ● Information reported by subject teachers and/or support staff. <p><u>Reference must also be made to the candidate's history of difficulties</u>, for example with the acquisition and development of literacy skills.</p> <p>If the candidate's first language is not English, you <u>must</u> show that he/she has underling difficulties in their first language. The candidate's difficulties <u>must not</u> be due to their limited acquisition or the English language. Please record this under Section A – 'Any other relevant information', page 4.</p> <p>Section A – answer the three key statements</p>	
Provide relevant information/evidence of the candidate's persistent and significant difficulties (i.e., what is the candidate's history of difficulties?)	
Show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of the feedback from teachers and/or support staff (Learning Support Assistants and Teaching Assistants). (i.e., what are the candidate's current difficulties in the classroom, tests and examinations?)	
Detail the candidate's normal way of working within the Centre, the support given and how this relates to the proposed arrangement(s). For example, have teaching staff recorded any support regularly provided in the classroom? (i.e., what support and adjustments are in place for the candidate in the classroom, tests and examinations?)	

Candidate's Name:

Section A

Any other relevant information

Section B

This section **must** be completed by the SENCO, **or the assessor working within the Centre, after the candidate has been assessed.** On the basis of Sections, A and C of this form the following access arrangements are requested.

Section C

Candidate's Name:

This section must be completed by the assessor (see pages 82-83 of the JCQ publication Access Arrangements and Reasonable Adjustments) **after receiving a completed Section A form the SENCO.** **The assessor is not required to recommend access arrangements but to assess the candidate and discuss appropriate arrangements with the SENCO.**

Please use the guide notes in **Chapter 7** of JCQ publications Access Arrangements and Reasonable Adjustment to complete this form.

Please complete those sections necessary to support the application, e.g., sections on reading for a computer reader/reader. It is not permitted under any circumstances to delete sections or amend the wording on the form. **Please insert 'n/a' in sections not completed.**

Reading Skills

1. **Reading accuracy – This can provide assessment evidence for a computer reader/reader.**

Is the candidate untimed (single word) reading accuracy in the **below average range?** (i.e., at least 1 standard deviation below the mean on a nationally standardised test, a **standardised score of 84 or less**)

YES NO

Give the candidate's result on an untimed single word reading test.

Name of Test	
Test Ceiling	
Date of Administration	
Standardised Score	

2. **Reading comprehension – This can provide assessment evidence for a computer reader/reader.**

Does the candidate comprehend continuous text or sentences at a level which is below average? (i.e., at least 1 standard deviation below the mean on a nationally **standardised test, a standardised score of 84 or less**)

YES NO

Give the candidate's result on a text of reading comprehension of text or sentences.

Name of Test	
Test Ceiling	
Date of Administration	
Standardised Score	

Candidate's Name:

3. **Reading speed (continuous text) – This can provide assessment evidence for a computer reader/reader.**

Does the candidate read continuous text at a speed which is **below average?** (i.e., at least 1 standard deviation below the mean on a nationally standardised test, a **standardised score of 84 or less**)

YES NO

Give the candidate's result on a text of reading speed of continuous text.

Measure of reading speed can include reading rate and reading fluency. Assessors should refer to **paragraph 7.5.10** of the JCQ publication Access Arrangements and Reasonable Adjustments.

Name of Test	
Test Ceiling	
Date of Administration	
Standardised Score	

Writing Skills

4. **Spelling – This can provide assessment evidence for a scribe.**

Is the candidate's spelling accuracy in the **below average** range (i.e., a **standardised score of 84 or less**) with errors unrecognisable as the target word?

YES NO

Does the candidate's spelling render his or her free writing largely incomprehensible to someone who is not familiar with it?

YES NO

Give the candidate's result on a spelling test.

Name of Test	
Test Ceiling	
Date of Administration	
Spelling Standardised Score	

Candidate's Name:

5. **Handwriting – This can provide assessment evidence for a scribe and/or extra time.**

Is the candidate's free writing grammatically incomprehensible to someone who is not familiar with it?

YES NO

Does the candidate's handwriting render his or her free writing largely illegible to someone who is not familiar with it?

YES NO

Is the candidate's free writing speed in the below average range? (i.e., at least 1 standard deviation below the mean on a nationally standardised test, **a standardised score of 84 or less**)

YES NO

Give the candidate's result on a test or subtest of free writing.

Name of Test	
Name of Subtest	
Test Ceiling	
Date of Administration	
Free Writing Speed Standardises Score	
Quality of language when Free Writing	

Candidate's Name:

Cognitive processing – This can provide assessment evidence for extra time.

- 6. Is the candidate's cognitive processing (e.g., phonological, auditory or visual processing, or working memory) in the below average range? – (i.e., at least 1 standard deviation below the mean on a nationally standardised test, a standardised score of 84 or less)**

YES NO

Give the candidate's result on tests and/or subtests of cognitive processing.

Name of Test(s)	
Test Ceiling	
Date of Administration	
Which type of processing does this test assess?	
Name of composite and standardised score	
Names of each subtest and standardised score (list all relevant subtest scores for the composite)	
If you have further below average scores for processing that you have not entered in this or other sections of this form, please record them in the 'Other relevant information' section on page 9.	

Candidate's Name:

Other relevant information

For candidates requiring **extra time of up to 50%** (26% to 50% extra time) two very substantially below average standardised scores relating to **two different areas of speed of working** are required – two standardised scores of 69 or less.

A standardised score of 69 or less is 2 standard deviations below the mean on a nationally standardised test. (Please **see section 5.3** of the JCQ publication Access Arrangements and Reasonable Adjustments.)

In this case the SENCo must complete Form 9 (Please **see section 5.4** of the JCQ publication Access Arrangements and Reasonable Adjustments.)

For candidates requiring an **Oral Language Modifier** a standardised score of 69 or less is required in relation to reading comprehension and/or vocabulary.

A standardised score of 69 or less is 2 standard deviations below the mean on a nationally standardised test. (Please see **section 5.11** of the JCQ publication Access Arrangements and Reasonable Adjustments.)

Candidate's Name:

7. Name of the assessor who carried out all the tests recorded in Section C

_____ (Please Print)

Are you:

An appropriately qualified psychologist registered with the Health & Care Professions Council? Yes No

Unique number: _____

A specialist assessor with a **current** SpLD Assessment Practising Certificate?

Yes No

APC number as listed on the SASC website _____

An access arrangements assessor approved by the Head of Centre who has **successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessments?**

Yes No

(Please see Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments for more information about who can be an assessor.)

Specialist qualifications held:

Name of Awarding Body: _____

I certify that the above information is accurate and that I carried out all the assessments in Section C.

(It is not acceptable for an assessor to sign if they have not carried out all the tests recorded in Section C of this form.)

Signature* _____ Date: _____

*A hand signed copy of Form 8 **must** be retained on file by the SENCo for inspection purposes to support an approved application processed on-line

Appendix 4: Prompt Sheets

A Memory Aid for a Reader

- I am here to read for you in your examination.
- You must make clear what you want to be read.
- I can only read the instructions and the questions.
- I can repeat instructions, but only if you make it clear which instructions you want me to read.
- I can't tell you which questions to choose.
- I can't tell you when to move on to the next question.
- I can't tell you which questions to do first.
- I can spell words if you ask me, but only words on the question paper.
- I can read back your answer, but only if you ask me.

GCSE English Language examinations:

- I can read the questions in the writing section of the paper, but I can't read any of the questions in the reading section.

Centres must ensure that both invigilators and those acting as a reader are appropriately trained and familiar with the rules as detailed within section 5.5 (source: JCQ Access Arrangements September 2021).

It is essential that the candidate is made aware of what a reader can and cannot do in advance of their first examination e.g, internal school tests or mock exams.

A Memory Aid for a Scribe

- I am here to write/type for you in your examination.
- I must write/type exactly what you say.
- I can draw maps, graphs and diagrams, but I can only draw exactly what you tell me.
- I can't draw for you in a Design examination.
- I can change what I have written/typed, but only if you ask me.
- If we have problems communicating, I must tell the invigilator.
- I can't give you any help with answers.
- I can't suggest when an answer is finished.
- I can't tell you which questions to choose.
- I can't tell you when to move on to the next question.
- I can't tell you which questions to do first.
- I can read back what I have written/typed, but only if you ask me.
- If you are allowed rest breaks, I can't write/type in those breaks.

Centres must ensure that both invigilators and those acting as a scribe are appropriately trained and familiar with the rules detailed within section 5.7 (source: JCQ Access Arrangements September 2021).

It is essential that the candidate is made aware of what a reader can and cannot do in advance of their first examination, e.g., internal school tests or mock exam.

Appendix 5: Checklist of Equipment

Exam Invigilator Check List

1	<p><i>Display notices:</i></p> <p style="text-align: right;">Warning to Candidates <input type="checkbox"/></p> <p style="text-align: right;">Notice to Candidates <input type="checkbox"/></p> <p style="text-align: center;">No Electronic Equipment: Hand over phone to invigilator <input type="checkbox"/></p>	
2	Display Clock	<input type="checkbox"/>
3	Write date, exam title, start time, finish time and centre number on a board or piece of paper. Make sure it is clearly viable.	<input type="checkbox"/>
4	Cover any helpful displays.	<input type="checkbox"/>
5	Pencil case must be clear.	<input type="checkbox"/>
6	Remove label from water bottle.	<input type="checkbox"/>
7	No books or folders at the front of the room.	<input type="checkbox"/>
8	Remind them they cannot speak.	<input type="checkbox"/>
9	Have spare paper and record candidate and centre number on this.	<input type="checkbox"/>
10	Collect paper from main exam hall.	<input type="checkbox"/>
11	Make sure you have the insert if the paper requires one e.g., chemistry would have the periodic table.	<input type="checkbox"/>
12	If the candidate is late but arrives within 30 minutes, then allow them in and give them time at the end. If they arrive later that that then tell them the exam board will be informed and may not accept the exam.	<input type="checkbox"/>
13	Make sure students are spaced out (distance of 1.25m between tables)	<input type="checkbox"/>
14	Contact Mr Sean O'Connor in an emergency	<input type="checkbox"/>
15	Candidates have to stay in room for an hour	<input type="checkbox"/>
16	Do not carry out any other tasks in exam room	<input type="checkbox"/>
17	Complete a scribe cover sheet if necessary	<input type="checkbox"/>
18	Check you have the correct paper	<input type="checkbox"/>
19	Computer marked exams are printed on blue paper and the student needs to use a black pen	<input type="checkbox"/>
20	Toilet breaks need to be supervised. If you are in the exam room on your own, you may have to call for assistance.	<input type="checkbox"/>

21	Make sure you know what the student's concession is before the exam.	<input type="checkbox"/>
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Appendix 6: Equipment Needed for Exam Assess Arrangements

Extra Time Separate Room Rest Breaks	Scribe Exam	Word Processor Exam
<input type="checkbox"/> Clock	<input type="checkbox"/> Clock	<input type="checkbox"/> Clock
<input type="checkbox"/> Piece blank paper	<input type="checkbox"/> Piece blank paper	<input type="checkbox"/> Piece blank paper
<input type="checkbox"/> Blue tack	<input type="checkbox"/> Blue tack	<input type="checkbox"/> Blue tack
<input type="checkbox"/> Pen	<input type="checkbox"/> Pen	<input type="checkbox"/> Pen
<input type="checkbox"/> Warning to Candidates x 2	<input type="checkbox"/> Warning to Candidates x 2	<input type="checkbox"/> Warning to Candidates x 2
<input type="checkbox"/> Mobile Phone and Watches Warning x 2	<input type="checkbox"/> Mobile Phone and Watches Warning x 2	<input type="checkbox"/> Mobile Phone and Watches Warning x 2
<input type="checkbox"/> Invigilator Checklist	<input type="checkbox"/> Invigilator Checklist	<input type="checkbox"/> Invigilator Checklist
<input type="checkbox"/> JCQ Book	<input type="checkbox"/> JCQ Book	<input type="checkbox"/> JCQ Book
	<input type="checkbox"/> Scribe Sheet	<input type="checkbox"/> Laptop and Charger
		<input type="checkbox"/> Word Processor Sheet
		<input type="checkbox"/> Memory Pen
		<input type="checkbox"/> Instructions to turn off Spell check

Appendix 7: JCQ Notice Display Posters

NO MOBILE PHONES WATCHES MP3/4 PLAYERS

**NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION**



Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to Candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.