

Application for access arrangements – Profile of learning difficulties

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

AQA Applied General qualifications, AQA Level 1, Level 2, Level 3 Technical qualifications, Cambridge Nationals, Cambridge Technicals, FSMQ, GCE, GCSE, OCR Level 3 Certificates, WJEC Level 1, Level 2 General qualifications, WJEC Level 1, Level 2 Vocational qualifications and 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 Chapters 5, 7 and 8 of the JCQ publication *Access Arrangements and Reasonable Adjustments* **before** completing this form.

This form must also be used for AQA and OCR vocational qualifications **with externally assessed components** and BTEC Firsts, BTEC Nationals and BTEC Tech Awards.

The SENCo, or the assessor working within the centre, must complete Sections A and B.

Academic year(s)		First examination series	
Centre No.		Centre name	
Centre e-mail address			
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 codes	Component/ Unit codes

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

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Declaration

I am satisfied that the information provided 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.

Candidate's name:		
Head of centre/SENCo	Date	
Name (Please print)		
Signature		

Sections A, B and C of Form 8 **must** be used for recording the evidence required for an on-line 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 Oral Language Modifier or a Scribe.**

Section A	Candidate's name:
<p>This section <u>must</u> be completed by the SENCo, or <u>the assessor working within the centre</u>, and given to the assessor <u>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 <i>Access Arrangements and Reasonable Adjustments</i>.</p> <p>For example, reference should be made to:</p> <ul style="list-style-type: none"> • the results of screening tests; • individual education/learning plans or support plans in place for the candidate; • 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 underlying difficulties in their first language. The candidate's difficulties <u>must not</u> be due to their limited acquisition of the English language. Please record this information under Section A – 'Any other relevant information', page 4.</p> <p>Section A – answer the three key statements</p> <p>Provide relevant information/evidence of the candidate's persistent and significant difficulties. (i.e. what is the candidate's history of difficulties?)</p> <p>Show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of feedback from teachers and/or support staff (Learning Support Assistants and Teaching Assistants).</p>	

(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?)

Section A

Any other relevant information

Exact: ideal as a screening test, scores from which can then be confirmed in section C of form 8 with evidence from tests administered by an appropriately qualified access arrangements assessor.

Exact: spelling: can be used as supplementary evidence in a report requesting extra time for writing (if spelling is very poor, words are often indecipherable and student needs extra time to check).

Exact: writing to dictation: useful for scribe applications, though assessors are advised to complete a free writing exercise too.

Exact: typing to dictation: where candidates have writing difficulties the assessor may recommend the use of a word processor. The typing test is useful for identifying candidates who already type at a reasonable speed and those who need to practise further.

British Picture Vocabulary Scale: evidence of verbal abilities may be helpful alongside other evidence in a report requesting extra time.

CAT4: evidence of cognitive abilities may be helpful alongside other evidence in a report requesting extra time.

Dyslexia Portfolio: spelling test could be used as supplementary evidence in a report requesting extra time for writing (if spelling is very poor, words are often indecipherable and student needs extra time to check).

Dyslexia Portfolio: a low score on the rate of writing test is a useful indicator that further testing of writing speed is required.

New Group Reading Test: can be used as supplementary evidence for extra time for reading. Allow students an extra 25% on the 45 minutes, asking them to change the colour of their pen when the initial 45 minutes is up. Calculate their score with and without the extra time. If the score has improved in the extra time, this may be used as evidence for extra time for reading. (Please note that this is only appropriate for supplementary evidence as the test does not give a specific standardised score for reading speed as required by the regulations.)

Suffolk Reading Scale 2: can be used as supplementary evidence for extra time for reading. Allow the student 30 minutes to complete the test, ask them to change pen colour, and then allow another 7.5 minutes. Calculate the score with and without the additional time. If the reading age or SS has increased considerably within the additional time, this could be evidence for the need for additional time for reading. (Please note that this is only appropriate for supplementary evidence as the test does not give a specific standardised score for reading speed as required by the regulations.)

Candidate's name:

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 from 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 guidance notes in **Chapter 7** of the JCQ publication *Access Arrangements and Reasonable Adjustments* 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's 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	<p>Single Word Reading Test: ideal for untimed single word reading accuracy, as evidence for a reader.</p> <p>Dyslexia Portfolio: the single word reading test is ideal for untimed single word reading accuracy, as evidence for a reader.</p> <p>York Assessment of Reading Comprehension: ideal for untimed single word reading accuracy, as evidence for a reader.</p> <p>The candidate must score in the below average range (i.e. below 85) to qualify for a reader.</p>
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 test of reading comprehension of text or sentences.

<p>Name of test</p>	<p>Exact: reading comprehension: a candidate with a standardised score in the below average range (i.e. below 85) for comprehension may be eligible for a reader.</p> <p>A candidate with a standardised score in the below average range (in the case of an oral language modifier, below 70) for reading comprehension may be eligible for the help of an oral language modifier.</p> <p>New Group Reading Test: a candidate with a standardised score in the below average range (i.e. below 85) for comprehension may be eligible for a reader.</p> <p>A candidate with a standardised score in the below average range (in the case of an oral language modifier, below 70) for reading comprehension may be eligible for the help of an oral language modifier.</p> <p>Suffolk Reading Scale: a candidate with a standardised score in the below average range (i.e. below 85) for comprehension may be eligible for a reader.</p> <p>A candidate with a standardised score in the below average range (in the case of an oral language modifier, below 70) for reading comprehension may be eligible for the help of an oral language modifier.</p> <p>York Assessment of Reading Comprehension: a candidate with a standardised score in the below average range (i.e. below 85) for comprehension may be eligible for a reader.</p> <p>A candidate with a standardised score in the below average range (in the case of an oral language modifier, below 70) for reading comprehension, may be eligible for the help of an oral language modifier.</p>
<p>Test ceiling</p>	
<p>Date of administration</p>	

<p>Candidate's name:</p>	
<p>Standardised score</p>	

3. Reading speed (continuous text) - This can provide assessment evidence for a computer reader/reader and/or extra time.

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 test of reading speed of continuous text.

Measures 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	<p>York Assessment of Reading Comprehension: a standardised score in the below average range (below 85) for reading speed/fluency could be used as core evidence for extra time, or for a reader.</p> <p>Dyslexia Portfolio: a standardised score in the below average range (below 85) for the reading speed test could be used as core evidence for extra time, or for a reader.</p> <p>Exact: reading comprehension speed: a candidate with a standardised score in the below average range (i.e. below 85) for reading speed could be used as core evidence for extra time, or for a reader.</p>
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	<p>Exact: spelling: where the standardised score is in the below average range (below 85), and spellings are unrecognisable, this can be used as evidence in an application for the provision of a</p>
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	scribe. Dyslexia Portfolio: where the standardised score is in the below average range (below 85), and spellings are unrecognisable, this can be used as evidence in an application for the provision of a scribe.
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 handwriting 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 **handwriting**.

Name of test	<p>Exact: writing to dictation: a standardised score is in the below average range (below 85), can be used as core evidence for extra time for writing, or a scribe.</p> <p>Assessors must also administer a free writing test.</p> <p>Dyslexia Portfolio: rate of writing: a standardised score is in the below average range (below 85), can be used as core evidence for extra time for writing, or a scribe.</p>
Name of subtest	
Test ceiling	
Date of administration	
Handwriting speed standardised 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 results on tests and/or subtests of cognitive processing.

Name of test(s)	<p>Recall: a composite standardised score in the below average range (below 85) for working memory or processing speed can be used as core evidence in a request for 25% extra time.</p> <p>Dyslexia Portfolio: a standardised score in the below average range (below 85) for one of the naming speed or digit recall tests could be used as core evidence in a request for extra time.</p>	
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)		
<p>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.</p>		

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*.)

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*.)

Exact: reading comprehension: a candidate with a standardised score in the below average range (in the case of an oral language modifier, below 70) for reading comprehension, may be eligible for an oral language modifier.

British Picture Vocabulary Scale: a candidate with a standardised score in the below average range (in the case of an oral language modifier, below 70) for receptive vocabulary, may be eligible for the help of an oral language modifier.

New Group Reading Test: a candidate with a standardised score in the below average range (in the case of an oral language modifier, below 70) for reading comprehension may be eligible for the help of an oral language modifier.

Suffolk Reading Scale: a candidate with a standardised score in the below average range (in the case of an oral language modifier, below 70) for reading comprehension, may be eligible for the help of an oral language modifier.

York Assessment of Reading Comprehension: a candidate with a standardised score in the below average range (in the case of an oral language modifier, below 70) for reading comprehension, may be eligible for the help of an oral language modifier.

Candidate's name:

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

(Please print)

Are you:

an appropriately qualified psychologist registered with the Health & Care Professions Council? YES NO

Unique registration 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 assessment?**

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 qualification 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 signed copy of Form 8 **must** be retained on file by the SENCo for inspection purposes to support an approved application processed on-line (see page 1 for the list of qualifications).