

Profile of learning difficulties

Application for access arrangements

This form must only be used for candidates with learning difficulties who are not subject to a current EHCP or Statement of Special Educational Needs or those requiring a Language Modifier.

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

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.

The SENCo, or the assessor working within the centre, must complete Parts 1 and 3.

Candidate name		Date of Birth	
Candidate number		First examination series	
Academic year(s)		Centre name	
Centre e-mail address		Centre number	

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 code

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

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Parts 1, 2 and 3 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: **25% extra time, extra time of up to 50% or a scribe**. In addition, Form 8 **must** be used for **all** candidates who require a **Language Modifier**.

Part 1	Candidate's name:
<p>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.</p> <p>Within this section you must 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 history of difficulties, for example, with the development of literacy skills; • the results of screening tests; • individual education/learning plans in place for the candidate; • school reports; • pupil tracking data; • information reported by subject teachers and/or support staff. <p>If the candidate's first language is not English, you must show that he/she has underlying difficulties in their first language. The candidate's difficulties must not be due to their limited acquisition of the English language. Please record this information under Part 1 – 'Any other relevant information'.</p> <p>Part 1 – answer the three key statements</p>	
What is the candidate's history of difficulties?	
What are the candidate's current difficulties in the classroom, tests and examinations?	
What support and adjustments are in place for the candidate in the classroom, tests and examinations?	

Any other relevant information

Exact: ideal as a screening test, scores from which can then be confirmed in Part 2 of Form 8 with evidence from tests administered by an appropriately qualified access arrangements assessor.

Exact: Spelling: can indicate the need for a scribe due to poor spelling. Can also 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 and/or 25% extra time applications as a measure of writing speed.

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 3: evidence of verbal abilities may be helpful alongside other evidence in a report requesting extra time. The test can also indicate the need for a Language Modifier due to a weakness with understanding of vocabulary.

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

Dyslexia Portfolio: Spelling test can indicate the need for a scribe due to poor spelling. It could also 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: Rate of Writing test: a low score is a useful indicator of slow handwriting speed in applications for extra time or a scribe.

Dyslexia Portfolio: Reading Speed test: a low score is a useful indicator of slow reading speed in applications for extra time.

Dyslexia Portfolio: Naming Speed, Recall of Digits Forwards and Recall of Digits Backwards tests: low scores are a useful indicator of cognitive processing weaknesses in applications for extra time.

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.)

Part 2	Candidate's name:
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This part must be completed by the qualified assessor (see section 7.3 of the JCQ publication *Access Arrangements and Reasonable Adjustments*) **after receiving a completed Part 1 from the SENCo**. The assessor is not required to recommend access arrangements but to assess the candidate and discuss appropriate arrangements with the SENCo.

Use the guidance notes in Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments* to complete this form.

Complete those sections necessary to support the application, e.g. sections on speed of working for 25% extra time. Do not delete sections or amend the wording on the form. **Please insert 'n/a' in the top line of boxes not completed.**

Evidence for 25% extra time

For candidates requiring 25% extra time, assessment evidence must relate to at least two different areas of speed of working (see sections 5.2.2, 7.5.10, 7.5.11 and 7.5.12 of the JCQ publication *Access Arrangements and Reasonable Adjustments*).

Reading speed (continuous text)

Does the candidate read continuous text at a speed which is **below average** (a standardised score of 84 or less) **or low average** (a standardised score of 85 to 89)?

Below average **Low average**

Give the candidate's result on a test and/or subtest of reading speed of continuous text.

Name of test (and subtest)	<p>York Assessment of Reading Comprehension: a standardised score in the below average range (below 85) or low average range (85 – 89) for Reading Rate and/or Fluency could be used as one of the two measures providing core evidence for 25% extra time</p> <p>Dyslexia Portfolio: a standardised score in the below average range (below 85) or low average range (85 – 89) for the Reading Speed test could be used as one of the two measures providing core evidence for 25% extra time.</p> <p>Exact: Reading Comprehension Speed: a standardised score in the below average range (below 85) or low average range (85 – 89) could be used as one of the two measures providing core evidence for 25% extra time.</p> <p>Note: A score for reading speed of continuous text can contribute to the assessment evidence for a candidate who reads independently. Where a candidate uses a reader, computer reader or examination reading pen, a score for reading speed of continuous text cannot provide assessment evidence for 25% extra time.</p>
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Test ceiling	
Date of administration	
Standardised score	

Writing speed

Does the candidate write at a speed which is **below average** (a standardised score of 84 or less) **or low average** (a standardised score of 85 to 89)?

Below average **Low average**

Give the candidate's result on a test and/or subtest of writing speed.

Name of test (and subtest)	<p>Exact: Writing to Dictation: a standardised score is in the below average range (below 85) or low average range (85 – 89) could be used as one of the two measures providing core evidence for 25% extra time for writing.</p> <p>Dyslexia Portfolio: Rate of Writing: a standardised score is in the below average range (below 85) or low average range (85 – 89) could be used as one of the two measures providing core evidence for 25% extra time for writing.</p> <p>Note: A score for writing speed of can contribute to the assessment evidence for a candidate who writes by hand. Where a candidate uses a word processor, a scribe or speech recognition technology, a score for wriing speed cannot provide assessment evidence for 25% extra time.</p>
Test ceiling	
Date of administration	
Standardised score	

Evidence for 25% extra time – continued

Is the candidate's cognitive processing (e.g. phonological, auditory or visual processing, working memory, or mathematical processing*) in the **below average range** (a standardised score of 84 or less) **or in the low average range** (a standardised score of 85 to 89)?

*The time taken to process Mathematical concepts, sometimes known as Mathematical fluency. A timed assessment of Mathematical attainment or computation is not acceptable. A mathematical processing measure must be below average and will **only** be acceptable as assessment evidence for extra time in Maths examinations.

Below average **Low average**

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

Name of test(s)	Recall: a standardised score in the below average range (below 85) or low average range (85 – 89) for working memory or working memory processing speed can be used as core evidence in a request for 25% extra time.	Dyslexia Portfolio: a standardised score in the below average range (below 85) or low average range (85 – 89) for Naming Speed, Recall of Digits Forwards or Recall of Digits Backwards could be used as core evidence in a request for 25% extra time.
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 the subtest scores that provide assessment evidence for 25% extra time, i.e. below average and/or low average standardised scores.)		
If you have further scores for cognitive processing that provide assessment evidence for extra time please record them in Part 2 'Other relevant information.'		

Part 2	Candidate's name:
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Evidence for a scribe

For candidates requiring a scribe, a word processor with the grammar/spell check enabled, or speech recognition technology, assessment evidence must relate to writing skills.

Spelling

Is the candidate's spelling accuracy in the **below average range** (a standardised score of 84 or less) with unrecognisable spelling attempts?

YES **NO**

Give the candidate's result on a test and/or subtest of spelling.

Name of test (and subtest)	<p>Exact: Spelling: where the standardised score is in the below average range (below 85), and spelling attempts are unrecognisable, this can be used as evidence in an application for the provision of a scribe.</p> <p>Dyslexia Portfolio: Spelling: where the standardised score is in the below average range (below 85), and spelling attempts are unrecognisable, this can be used as evidence in an application for the provision of a scribe.</p>
Test ceiling	
Date of administration	
Spelling standardised score	

Writing

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

YES NO

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

YES NO

Is the candidate's writing speed in the **below average range**? (a standardised score of 84 or less)

YES NO

Give the candidate's result on a test and/or subtest of writing speed.

Name of test (and subtest)	Exact: Writing to Dictation: a standardised score is in the below average range (below 85), can be used as core evidence for a scribe. Dyslexia Portfolio: Rate of Writing: a standardised score is in the below average range (below 85), can be used as core evidence for a scribe.
Test ceiling	
Date of administration	
Writing speed standardised score	

Part 2	Candidate's name:
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Other relevant information

Evidence for 26% to 50% extra time or a Language Modifier

Record all additional assessment evidence which is relevant to the access arrangement(s) required by the candidate. For each test, include the **name of test/subtest, test ceiling, date of assessment, area assessed and standardised score.**

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.

For candidates requiring **a 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 two standardised deviations below the mean on a nationally standardised test. (See sections 5.3 and 5.11 of the JCQ publication *Access Arrangements and Reasonable Adjustments.*)

- British Picture Vocabulary Scale 3:** a candidate with a standardised score in the substantially below average range (below 70) for receptive vocabulary, may be eligible for the help of a Language Modifier.
- Exact: Reading Comprehension:** a candidate with a standardised score in the substantially below average range (below 70) for reading comprehension, may be eligible for the help of a Language Modifier.
- New Group Reading Test:** a candidate with a standardised score in the substantially below average range (below 70) for reading comprehension may be eligible for the help of a Language Modifier.
- Suffolk Reading Scale:** a candidate with a standardised score in the substantially below average range (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 substantially below average range (below 70) for reading comprehension, may be eligible for the help of a Language Modifier.

Part 2	Candidate's name:
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Name of the assessor who carried out all of the tests recorded in Part 2, as approved by the head of centre

(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 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** recorded in Part 2.

(It is not acceptable for an assessor to sign if they have not carried out all the tests recorded in Part 2 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).

A handwritten, electronic or typed signature is acceptable.

Part 3	Candidate's name:
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Part 3 must be completed by the SENCo, or the assessor working within the centre, after the candidate has been assessed.

On the basis of Parts 1 and 2 of this form, record the access arrangements that will be applied for.

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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(s).

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