

Profile of learning difficulties

JCQ/AA/LD
Form 8

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 who require 25% extra time and/or a scribe (including candidates who require a computer reader/reader and 25% extra time and/or a scribe);
- all candidates with learning difficulties who require up to 50% extra time;
- all candidates who require a Language Modifier.

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

AQA Applied General qualifications, AQA Level 1, Level 2 and Level 3 Technical qualifications, Cambridge Nationals, Cambridge Technicals, FSMQ, GCE, GCSE, OCR Level 3 Certificates, WJEC Level 1 and Level 2 General qualifications, WJEC Level 1 and 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) covered by the course		Centre name	
Centre email 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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Part 1

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.

Within this section you **must paint a picture of the candidate's needs** - see section 7.6.1 of the JCQ publication *Access Arrangements and Reasonable Adjustments*.

For example, reference should be made to:

- information reported by subject teachers and/or support staff;
- the history of difficulties, for example, with the development of literacy skills;
- the results of screening tests;
- intervention strategies and individual education/learning plans in place for the candidate;
- school reports;
- pupil baseline and tracking data;
- arrangements made for internal school or college exams/mock exams.

If the candidate's first language is not English, you **must** show that there are underlying difficulties in the 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 - Other relevant information.**

History of difficulties

Provide relevant information/evidence of the candidate's history of persistent and significant difficulties.

Current difficulties in the classroom, tests and examinations

Detail the current difficulties to show how they have impacted on teaching and learning and performance in exams. Summarise evidence of feedback from teachers and/or support staff.

Part 1 - continued

Normal way of working

Detail the support and adjustments that are in place for the candidate in the classroom, tests and examinations.

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Evidence for a computer reader/reader

Does the candidate require a computer reader/reader in addition to extra time and/or a scribe?

Yes No

If 'Yes', complete the following information to evidence the need for the computer reader/reader.

What is the nature of the candidate's impairment?

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Confirm that the use of a computer reader/reader is the candidate's normal and current way of working in the centre.

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Part 1 - continued**Other relevant information**

Provide any other relevant information (e.g. EAL issues; co-occurring conditions).

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

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 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)

Where a candidate reads for him/herself, a measure of text reading speed can be used as **one** of the two required scores for extra time.

Note: Where the candidate uses a reader, computer reader or examination reading pen, a measure of reading speed **cannot** be used as evidence for extra time.

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 Reading 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</p>
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	<p>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 for him/herself. 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>
Test ceiling	
Date of administration	
Standardised score	

Evidence for 25% extra time – continued**Writing speed**

Where a candidate writes by hand, a measure of writing speed can be used as **one** of the two required scores for extra time.

Note: Where the candidate uses a scribe, speech recognition technology or a word processor, a measure of writing speed **cannot** be used as evidence for extra time.

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 writing speed cannot provide assessment evidence for 25% extra time.</p>
Test ceiling	
Date of administration	
Standardised score	

Cognitive processing measures

Different areas of cognitive processing assessments would include:

- short-term/working verbal memory
- short-term/working visual memory (short-term/working verbal and visual memory may be combined within a composite score)
- phonological awareness
- phonological memory
- phonological processing speed/rapid naming
- visual processing speed
- visual/motor processing
- other measures as determined appropriate for the candidate by an assessor, for example, word reading fluency/sight word efficiency, decoding fluency/non-word reading efficiency, oral/associational fluency
- mathematical processing*

*The time taken to process Mathematical concepts, sometimes known as Mathematical fluency. A timed assessment of Mathematical computation or attainment **is not** acceptable. An assessment of mathematical processing may **only** be used as **one** of the two required measures for 25% extra time in Mathematics examinations. The mathematical processing score **must** be below average. An assessment of mathematical processing **cannot** contribute to the evidence for 25% extra time in examinations other than Mathematics.

Evidence for 25% extra time – continued

Cognitive processing measures – continued

Is the candidate's cognitive processing in the **below average range** (a standardised score of 84 or less) and/or in the **low average range** (a standardised score of 85 to 89)?

Below average Low average

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

<p>Name of test(s)</p>	<p>Recall: a standardised score in the below average range (below 85) or low average range (85 – 89) for</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Recall <input type="checkbox"/> Counting Recall <input type="checkbox"/> Pattern Recall <input type="checkbox"/> Working Memory Composite <input type="checkbox"/> Working Memory Processing Speed <p>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) or low average range (85 – 89) for</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phoneme Deletion <input type="checkbox"/> Nonword Reading <input type="checkbox"/> Phonological Cluster <input type="checkbox"/> Naming Speed <input type="checkbox"/> Recall of Digits Forwards <input type="checkbox"/> Recall of Digits Backwards <input type="checkbox"/> Working Memory Cluster <p>could be used as core evidence in a request for 25% extra time.</p>
<p>Test ceiling</p>		
<p>Date of administration</p>		
<p>Which type of processing does this test assess?</p> <ul style="list-style-type: none"> <input type="checkbox"/> short-term/working verbal memory <input type="checkbox"/> short-term/working visual memory <input type="checkbox"/> short-term/working verbal and visual memory combined within a composite <input type="checkbox"/> phonological awareness <input type="checkbox"/> phonological memory <input type="checkbox"/> phonological processing speed/rapid naming <input type="checkbox"/> visual processing speed <input type="checkbox"/> visual/motor processing <input type="checkbox"/> other measures as determined appropriate for the candidate by an assessor, for example: <ul style="list-style-type: none"> o word reading fluency/sight word efficiency o decoding fluency/non-word reading efficiency o oral/associational fluency 	<p>Short term/working verbal memory:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Recall <p>Short term/working visual memory:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counting Recall <input type="checkbox"/> Pattern Recall <p>Short term/working verbal and visual memory combined within a composite:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working Memory Composite <input type="checkbox"/> Working Memory Processing Speed 	<p>Short term/working verbal memory:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall of Digits Forwards <input type="checkbox"/> Recall of Digits Backwards <input type="checkbox"/> Working Memory Cluster <p>Phonological awareness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phoneme Deletion <input type="checkbox"/> Nonword Reading <input type="checkbox"/> Phonological Cluster <p>Phonological processing speed/rapid naming:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Naming Speed

<input type="checkbox"/> mathematical processing (for extra time in mathematics exams only)		
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'.		

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)?

YES NO

Does the candidate's spelling assessment include 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 core 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 core 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.

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

Other relevant information

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

Additional below average and/or low average scores from measures of cognitive processing that provide evidence for 25% extra time should also be recorded here.

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 of 69 or less relating to **two different areas of speed of working** are required as below:

- speed of reading and speed of writing
- speed of reading and cognitive processing
- speed of writing and cognitive processing
- two different areas of cognitive processing which have a substantial and long-term adverse effect on speed of working.

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.

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 online (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

<p>Part 3 must be completed by the SENCo, or the assessor working within the centre, after the candidate has been assessed.</p> <p>On the basis of Parts 1 and 2 of this form, record the access arrangements that will be applied for:</p> <p><input type="checkbox"/> 25% extra time</p> <p><input type="checkbox"/> scribe/speech recognition technology/word processor with spellcheck, grammar and/or predictive text enabled</p> <p><input type="checkbox"/> 26% to 50% extra time</p> <p><input type="checkbox"/> language modifier</p> <p><input type="checkbox"/> computer reader/reader (alongside 25% extra time and/or a scribe) Note: Evidence for a computer reader/reader is recorded within Part 1 of Form 8</p> <p><input type="checkbox"/> Other (name the arrangement:).</p>
<p>Optional information for use in the centre (Note: This is not needed for inspection purposes)</p> <p>If helpful, use this space to record any further access arrangements that the candidate will have that do not need to be processed online (i.e. arrangements which have been delegated to the centre):</p>

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:	
Declaration completed by:	Head of Centre <input type="checkbox"/> SENCo or equivalent member or staff <input type="checkbox"/>
Name	
Signature	
Date	