


Children, Schools and Families

Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations

Completely revised for
1 September 2007 – 31 August 2008

A Summary of the Final Version

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It is the responsibility of the Head of Centre and the examinations officer to be familiar with the content of the JCQ booklet *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations, 1 September 2007 to 31 August 2008.*

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Summary of Main Types of Access Arrangements..... JCQ p viii-x

Centre Delegated Access Arrangements	JCQ Ref	Eligibility and/or evidence required Must reflect normal way of working
▪ Amplification equipment	5.1.3.7	
▪ Bilingual dict without extra time	2.10.6; 5.1.4	1 st language not English/Irish/Gaeilge/Welsh In UK less than 2yrs (see additional eligibilities)
▪ Bilingual dictionary with extra time		
▪ CCTV	5.1.7	
▪ Coloured overlays	2.10.5; 5.1.7	
▪ Extra time up to 25%. May be less or not necessary for some exams	1.5.1-4; 5.1.3	Statement/qualified assessment*/medical report
▪ Low vision aid; OCR scanners	5.1.7	VI
▪ Prompter	2.6	Non-verbal apart from use of student name
▪ Read aloud	2.2.12	Separate invigilation but no correcting allowed
▪ Separate invigilation in school	1.5.4; 5.1.6	Centres to judge whether appropriate
▪ Supervised rest breaks	1.5.4; 5.1.5	Medical/physical/psychological reasons
▪ Transcript	2.5	Handwriting difficult to decipher; Braille script

Permitted by <u>Awarding Body</u>	JCQ Ref	Eligibility and/or evidence required to be sent to Awarding Body Must reflect normal way of working
▪ Additional tapes / CDs	5.1.3.7	HI; needs extra time
▪ Alternative accommodation	1.5.4; 2.10.4	Medical/Psychological report; incarceration etc
▪ Braille question papers	6.2	Blind candidate
▪ Colour naming	2.10.7	Colour-blind candidate
▪ Early opening – up to one hour	2.10.1	Alternative accommodation; modified language or print; sign language interpreter; enlarged or colour paper; scan papers for ICT voice output
▪ Exam on coloured paper	2.10.2	Where overlays or tinted lenses not appropriate
▪ Extra time – above 25%	1.5.1-4; 2.1.1	Medical/physical/psychological requirement or qualified assessment*
▪ Live speaker	2.2;2.7.5;6.4.1	Lip reader
▪ Modified enlarged A4 18pt bold; A3	6.3	VI
▪ Modified language	6.4	Substantial: HI, comprehension difficulties or language impairment
▪ Oral Language Modifier	2.7	Qualified assessment*
▪ Practical assistant	1.5.3; 2.9	Physically disabled; VI using modified/braille
▪ Reader/computer reader	1.5.2-4; 2.2.2-3	VI/HI; qualified assessment*
▪ Scribe/voice input system	1.5.1-4; 2.3.2-3	Qualified assessment*; VI; physical disabilities. Try other means if possible eg WP
▪ Sign Language Interpreter	1.5.3; 2.8	
▪ Tactile diagrams	6.2.4	VI
▪ Transcript of recording	6.4.7	HI
▪ Unmodified A3 paper	6.3.4	VI
▪ Word processor	1.5.1-4;2.4	Qualified assessment*; physical disabilities
*A qualified assessment is an assessment carried out by qualified psychologist or specialist teacher approved by the Head of Centre.		

Introduction

This document is a summary of the booklet published by JCQ entitled, '*Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations. GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills and Key Skills. Access Arrangements and Special Consideration. Completely Revised for 1 September 2007 to 31 August 2008.*' Copies are available for sale or free to download from www.jcq.org.uk/access.

The aim is to provide a brief summary of the regulations relating to the pre examination adjustments access arrangements and reasonable adjustments for SENCOs, Examination Officers and others.

This document replaces the summary that was published in October 2006 (CSF 3812).

General Principles and Rationale for 2007-2008JCQ page nos

- A candidate does not have to be disabled as defined by the Disability Discrimination Act (DDA) to be allowed appropriate Access Arrangements. 1
- Access Arrangements (AAs) should not give a candidate an unfair advantage..... 1
- A Statement of Special Educational Need does not automatically qualify a candidate for AAs at GCSE. 31
- AAs are only possible where they do not affect the assessment criteria or the integrity of the qualification. 3, 24
- Before applying for AAs Centres should discuss with students. 3, 30, 33
- AAs should be applied for as early as possible in the course. 3
- A candidate might not need the same AAs for all exams eg OMR completion will take less time than some other methods of recording. 3, 25
- Centres should only request AAs which reflect a candidate's normal way of working. 3
- Proposed AAs should be effective and suitable eg if a student never uses extra time it cannot be regarded as an effective AA. 24
- Testing/assessments can never be delegated to a third party. 27
- Form 8 can never be signed on behalf of a third party. 27
- Form 8 can be regarded as a 'passport to access arrangements' which travels with the candidate. 25
- Centres are required to inform the Awarding Body online of Access Arrangements allowed by the Centre before the beginning of the examination series. 30, 35
- Modified papers should be applied for online through the NAA accessed through Awarding Body websites. Centre are recommended to check that their requests have been processed after entries have been made. 30, 35

Changes for 2007/2008JCQ page nos

- The Head of Centre is now responsible for the quality of the process of application for AAs. 27, 28
- The Head of Centre must take reasonable steps to ensure that the specialist teacher has the required level of competence. The JCQ no longer validates specialist teacher qualifications although the list will remain on the website for reference. 27, 28
- Heads of Centres must complete names of Centre-approved specialist teachers on Form 8a by 15th July for the following year. Form 8a is available on-line from the e-AQA or as hardcopy in the JCQ booklet and is downloadable from the JCQ website. 27
- Form 8a can be amended throughout the year but the deadline must be met..... 27
- The person undertaking the assessments should primarily be suitably qualified teacher/s employed within the Centre, named on Form 8a. 28
- Where this is not possible, alternatives are: 28
 - ♦ suitably qualified teacher/s employed at another Centre, named on Form 8a
 - ♦ LA educational psychologist, role entered on Form 8a but name not required
 - ♦ private EP, role entered on Form 8a but name not required
- Awarding Bodies have been instructed by the regulators to reinstate certificate indications for candidates with significant hearing, speech and/or visual impairments for June 2008 examination series. 47
- In being aligned with the DDA the structure of the JCQ regulations has been revised to include: vii

Pre-examination adjustments:

1. SECTION A Access Arrangements based on history of need and provision. Candidates will include some students with disabilities.
2. SECTION B DDA, 1995 - Reasonable Adjustments. May include some or all of the AAs described but may include additional adjustments. No list is provided as they should be applied for according to individual need.

Post-examination adjustments

1. SECTION C Special Consideration relates to illness, indisposition or injury at the time of the exam. This does not form part of this summary.
- Oral Language Modifiers (OLMs) are on trial throughout 2007/08 for candidates with below average reading comprehension. 14
 - ♦ OLMs are different from readers
 - ♦ OLMs not allowed where reading is being tested
 - ♦ OLMs can only rephrase carrier language and not technical language
 - Prompter must not speak except to say candidate's name. 13
 - AA applications for resits which fall outside 2 year window may be able to use the same Form 8.

SECTION A Pre-examination adjustments – Access Arrangements... Chapter 1-8

Which candidates are eligible?Chapter 1 p1

A candidate does not need to be disabled as defined in the DDA 1995 to be allowed an access arrangement (AA).

Candidates eligible for AAs fall into one or more of the following categories:

- Communication and InteractionChapter 2, p4-23
- Cognition and LearningChapter 2, p4-23
- Sensory and Physical NeedsChapter 2, p4-23
- Behavioural, Emotional and Social NeedsChapter 2, p 4-23; Chapter 5, p30-33

Centre delegated access arrangements

- The Centre must assess the needs of candidates with learning difficulties based on one of the following documents: 30, 31
 - ♦ a statement of SEN relating to learning difficulties in secondary education and which has reached the stage where an assessment has been carried out by a Local Authority EP
 - ♦ a psychological assessment carried out by a qualified psychologist confirming learning disability during the secondary school period
 - ♦ an assessment confirming learning disability during the secondary school period carried out by a specialist teacher approved by the Head of Centre.
- The candidate must have a history of need and there must be a history of provision.
- These should be processed using the online tool by 15 May 2008 for the June 2008 examination series..... 30, 31, 34

Access arrangements permitted by the Awarding Body

- The candidate must have a history of need and there must be a history of provision.
- There must be a report diagnosing candidates' special assessment needs prepared by an educational psychologist or specialist teacher named on Form 8a.
- All assessments used as evidence must have been conducted within 2 years of the examination.

Which access arrangements are appropriate?

- AAs are never appropriate if they give an unfair advantage.
- AAs must always be in response to an evidenced need.
- Candidates should always be consulted by the Centre before an application is submitted and AAs are made.
- Centres should not request AAs which are not part of a candidate's normal way of working.

- AAs should allow candidates to be as independent as possible and should be least intrusive eg where it is appropriate the use of a word processor is less intrusive than use of a scribe.
- The amount of extra time allowed by Centres must reflect the candidate's need. 10% extra time may be sufficient for checking spelling etc.
- AAs should not be requested where they undermine the integrity of the examination eg. use of a reader in examinations testing reading.
- AAs requested should be effective eg extra time is not effective if it is never used. Supervised rest breaks may be a more effective arrangement.
- Candidates who are not permitted a reader may find 'read aloud' an appropriate arrangement. This could be appropriate in English examinations where readers are not allowed or for some candidates who are not below SS 85 on a test of reading accuracy.
- Where a number of candidates are permitted a reader but only need occasional words/sentences read, they may be placed in one room where they can share readers and invigilator/s. This is only acceptable where candidates cannot overhear and are not kept waiting.

Roles and responsibilitiesJCQ page nos

Heads of Centres should:

- approve specialist teachers according to the criteria set out in regulations ... 27, 28
- be responsible for quality of applications and outside help enlisted 27, 28
- ensure on-line submission of Form 8a by 15th July with the names and status of suitably qualified specialist teachers for next academic year..... 28, 80
- inform Awarding Bodies immediately of changes to Form 8a 27
- ensure on-line submission of Centre Delegated Access Arrangements or use JCQ/CA FORM 9 by 15th May 2008 for June series 30, 31, 34
- ensure assessments for applications to Awarding Bodies are carried out within 2 years of the examination 31
- ensure that for Centre Delegated Access Arrangements the evidence relates to needs demonstrated at secondary school 31
- ensure Section A of JCQ/AA/LD FORM 8 relating to the history of need and the history of provision is completed before the assessment takes place and Section B after the assessment takes place 24
- consult with Awarding Bodies early in the course to ensure appropriate AAs will be available 3
- ensure AAs reflect the candidate's normal way of working viii-x, 3, 24
- be aware that failure to maintain evidence relating to current students to show JCQ inspectors may constitute malpractice by the Centre 31

Specialist teachers should:

- carry out only those tests that are relevant to support the application. 25
- give results as standardised scores and only those below 85 or with a percentile score less than 16 should be considered below average. 26
- assess reading accuracy using an individually administered, untimed single word reading test. 26
- assess reading speed using a timed test of reading that includes comprehension questions. 26
- assess the candidate’s free writing, and/or spelling, under timed conditions. 26
- assess other skills as necessary eg speed of processing, organisation. 25, 26
- establish whether the results of the tests present clear evidence that the candidate’s performance is in the “below average” range and indicate that a candidate’s literacy or processing need has a significant effect on performance. 24,25
- discuss appropriate arrangements with the Centre and advise. 25

Section B – The Disability Discrimination Act 1995.....Chapter 9

- a candidate does not have to be disabled (DDA 1995) to be allowed an AA..... 1
- reasonable adjustments for candidates with disabilities may include some or all of the AAs included in the regulations but may include other adjustments which are not in the regulations. These may be applied for on an individual basis. 45
- the duty to make reasonable adjustments does not apply to competence standards/assessment objectives. 44, 45
- regulations relating to reasonable adjustments include the possibility of exemption from some skills or components. 46
- the JCQ has retained appropriate grade enhancement and certificate indications for the June 2008 examination series. 47
- applications must be submitted by 21st February 2008 on Form 1 JCQ/AA. 47

Suggested timeline for Access Arrangements (AAs)

Before or at intake	Year 7	Year 8	Year 9	Year 10	Year 11
Ask parents and primary schools whether child has: <ul style="list-style-type: none"> ▪ learning or medical needs or has a disability 	Students who may need AA identified through screening.	Students needing AA continue to be monitored.	Screen/assess in Dec. Discuss AA for NC Tests with students and parents. Normal way of working.	Ensure applications submitted JCQ/LD/AA Form 8 before deadline. 'Passport for AA'.	Submit JCQ/LD/AA 8 to boards for AA by deadline if not already done.
<ul style="list-style-type: none"> ▪ had assessments in or out of school eg EP or medical reports 	Teachers made aware of students' needs.	Teachers continue to be made aware of students' needs.	AA in place for NC Tests.	AA in place for end of year examinations.	AA in place for mock examinations.
<ul style="list-style-type: none"> ▪ had any special arrangements to help them access learning, tests or assessments eg AA for KS2 NC Tests 	Provision made to ensure access to curriculum.	Provision made to ensure access to curriculum.	Students assessed for GCSE AA after May in summer term. Applications made.	Normal way of working.	AA in place for final examinations. May need to be updated for Y12/13.

References and Further Reading

'Final Version. Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations. Access Arrangements and Special Consideration. Completely revised for 1 September 2007 to 31 August 2008', JCQ

'Dyslexia: Assessing the need for Access Arrangements during Examinations. A Practical Guide. Third Edition', 2007 (ed L Greenwold) Gill Backhouse with Elizabeth Dolman and Caroline Read, Patoss, ISBN 0 9539315 3 6

'Dyslexia? Assessing and Reporting. The Patoss Guide', ed Gill Backhouse & Kath Morris, Hodder Murray, 2005, ISBN 0 34090019 9

'Assessment Guidance for Access Arrangements. Preparing for KS2 and KS3 NC Tests', Caroline Read, nferNelson, 2006, ISBN 0708716431

Information on Testing Materials and CPD

Communicate-ed put on regular courses which cover Access Arrangements regulations. They have produced 2 discs containing information on tests suitable for GCSE and KS3 NC Access Arrangements. These discs can be obtained from:

Communicate-ed, PO Box 2652, Maidenhead, SL6 8ZL, www.communicate-ed.org.uk

Other resources available from *Communicate-ed* include a CD-ROM with training materials for readers, writers, prompters and practical assistants.

All proceeds from the sale of these discs are donated to charity.