|  |  |  |
| --- | --- | --- |
|  |

|  |
| --- |
| **AA/LD****Form 8(I)** |

 |

**Application for Access Arrangements – Profile of Learning Difficulties**

**The Access Arrangement Online (AAO) is no longer available to International Centres**

**(Applications for all qualifications must be made using this form)**

* This form should only be used for applications for access arrangements for candidates who have **learning difficulties**.
* For candidates with a physical disability please **do not** use this form, please use **Form 1 (I)** instead.
* Please **do not** use this form for applications for Modified Question Papers, use **Form 7(I)** International to order modified papers.
* Please complete a separate copy of this form (AA Form 1 (I) International for each individual candidate and **submit to a copy to Pearson (Special Requirements Team)** at least 6 weeks prior to the start of the assessment – **Please see the contact details in the notes section of this form.**
* **Please read the relevant sections of the JCQ publication ‘Access Arrangements and Reasonable Adjustments’** before completing this form**. The rule for access arrangements are accessible via this link:** [**http://www.jcq.org.uk/exams-office/access-arrangements-and-specialconsideration/regulations-and-guidance**](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)
* The completed, signed and scanned form should be sent to the Pearson Special Requirements team at the following email address **uk.special.requirements@pearson.com**

Please note that an access arrangement will only be granted if the relevant diagnostic/assessment report is with **26 months** of the examination series for which the application is being made.

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 No** |       |  | **Candidate name** |       |
| ***Examinations for an which application is made*** |  |  |
| **Awarding body** | **Specification title** | **Specification entry codes** | **Unit codes** |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|  |  |  |  |
|  |  |  |  |

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

**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.

|  |  |  |
| --- | --- | --- |
| **Head of centre/Exams officer** | Date |  |
| Name (Please print) |  |
| Signature |  |

Sections A, B and C of Form 8 (I) **must** be used for recording the evidence required for an application for a candidate , which has results in a **substantial and long-term impairment** and who requires one or more of the following access arrangements: **a computer reader, 25% extra time, extra time of up to 50%, an Oral Language Modifier, a Reader or a Scribe.**

|  |  |
| --- | --- |
| **Section A** | **Candidate’s name:** |
| **This section must be completed by the SENCo, or the assessor working within the centre, before the candidate is assessed. The form must be sent to the assessor prior to the candidate’s appointment.**Within this section you must paint a picture of the candidate’s needs.For example, reference should be made to:* The results of the screening tests;
* Individual education/learning plans or support plans in place for the candidate;
* School reports;  Pupil tracking data.

Reference **must** also be made to the candidate’s history of difficulties, for example with the acquisition and development of literacy skills.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 Section A – ‘Any other relevant information’.**Section A – Answer the three Key statements** |
| **Provide relevant information/evidence of the candidate’s persistent and significant difficulties** |
|  |
| **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).** |
|  |
| **Detail the candidate’s normal way of working within the centre, the centre support given and how this relates to the proposed arrangement(s). For example, have teaching staff recorded any support regularly provided in the classroom?** |
|  |

|  |
| --- |
| **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 Section A and C of this form the following access arrangements are requested. |
|  |

|  |
| --- |
| **Candidate’s name:** |

**Section C**

**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 or 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

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**

Please give the candidate’s result on an untimed Single Word Reading test as a standardised score.

|  |  |
| --- | --- |
| **Name of test** |  |
| **Test ceiling** |  |
| **Date of administration** |  |
| **Standardised score**  |  |

1. **Reading comprehension and reading speed**

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**

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**

Assessors should refer to paragraph 7.5.10 of the JCQ publication Access Arrangements and Reasonable Adjustments.

**Candidate’s name:**

**Give the candidate’s results on assessments of reading text or sentences with comprehension.**

|  |  |
| --- | --- |
| **Name of test** |       |
| **Test ceiling** |       |
| **Date of administration** |       |
| **Comprehension Standardised Score** |       |
| **Reading speed Standardised score** |       |

**Writing Skills**

1. **Accuracy & Legibility**

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 and/or 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 incomprehensible to someone who is not familiar with it?

**YES NO**

Please give the results of a spelling assessment on a nationally standardised test.

|  |  |
| --- | --- |
| **Name of test** |       |
| **Test ceiling** |       |
| **Date of administration** |       |
| **Spelling Standardised Score** |       |

**Candidate’s name:**

1. **Does the candidate express him/herself in written form more slowly that answers could not be fully recorded in the time allowed? Is the candidate’s free writing speed, as a standardised score on a nationally standardised test, in the below average range for their age? – (i.e. at least 1 standard deviation below the mean on a nationally standardised test, a standardised score of 84 or less)**

 **YES NO**

|  |  |
| --- | --- |
| **Name of test** |       |
| **Test ceiling** |       |
| **Date of administration** |       |
| **Free writing speed standardised score** |       |
| **\*Please name the subtest you are quoting where appropriate** |       |
| **Quality of language when free writing** |       |

1. Is the candidate’s cognitive processing (i.e. 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 standard score of 84 or less)

**YES NO**

|  |  |
| --- | --- |
| **Name of test** |       |
| **Test ceiling** |       |
| **Date of administration** |       |
| **Which type of processing does this test assess?** |       |
| **Cognitive processing standardised score (for a composite)** |       |
| **Cognitive processing standardised score (for a subtest where** **appropriate)\*** |       |
| **\*Please name the subtest you are quoting where appropriate** |       |

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’.

|  |  |
| --- | --- |
|  | **Candidate’s name*:*** |

 **Other relevant information**

 Please see guidance notes in **Chapter 3** of the JCQ publication Access Arrangements, Reasonable Adjustments and Special Consideration.

|  |
| --- |
|  |

**Name of the author of this report**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Please print)

Are you:

a Qualified psychologist? **YES NO** a Full/Affiliated Member of the Association of Educational Psychologists? **YES NO** employed as an educational psychologist or specialist by an LA? **YES NO** a specialist teacher approved by head of centre **YES NO**

Institution where currently employed as a teacher contracted to carry out assessments

…………………………………………………..…………………………………………..…………………………………………..…………… 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.

Signature Date

 ------------------------------------------------------------------ -------------------------------------------