

Application for access arrangements – Profile of learning difficulties

(Applications for GCSE and GCE qualifications must be made using *Access arrangements online*. This form should be used to collate the evidence and kept on file for inspection purposes within the centre.)

**Cambridge Nationals and Functional Skills qualifications
Externally assessed Principal Learning units**

Please read Chapters 5, 7 and 8 of the JCQ publication *Access Arrangements and Reasonable Adjustments* before completing Form 8. The completed form should be sent to the Special Requirements Unit of the awarding body conducting the examination(s).
The centre should complete this form and Sections A and B. Please list the names of all subjects being studied.

Examination series		First examination series	
Centre No.		Centre name	
Centre e-mail address			
Candidate No.		Candidate name	

Examinations for which an application is made – (only required for GCSE and GCE qualifications when a referral to an awarding body is made. This section does not need to be completed for an initial application made using *Access arrangements online*).

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/SENCo	Date	
Name (Please print)		
Signature		

Sections A, B and C of Form 8 are designed for use in recording the evidence required for an application on *Access arrangements online* for a GCSE or GCE candidate with learning difficulties, which results in **a substantial impairment** and who requires one of the following access arrangements: extra time of up to 25%, extra time of more than 25%, an Oral Language Modifier, a Reader or a Scribe.

Section A	Candidate's name:
This section should be completed by the centre before the candidate is assessed and the form should be sent to the specialist assessor in time for the appointment.	
History of Need	
Does the candidate have a history of difficulties with the acquisition and development of literacy skills? If English is not the candidate's first language, is there a history of difficulties in the first language? Please give brief details mentioning school records, reports, previous psychological assessments and results of screening tests.	
History of Provision	
Have any of the following been made available to the candidate: learning support/a differentiated curriculum/ special assessment arrangements? Please give details, including dates and indicate which arrangements represent the candidate's normal way of working within the centre. Do the candidate's NC level attainments suggest that he/she should be able to cope with the content of the examination entered?	
Section B	
This section should be completed by the centre, after the candidate has been assessed. On the basis of this assessment, the following access arrangements for examinations are requested (Please be specific).	

Section C

Candidate's name:

This section should be completed by a specialist assessor (i.e. a suitably qualified psychologist/specialist teacher). The specialist is not required to recommend access arrangements but to assess the candidate and discuss appropriate arrangements with the centre.

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, i.e. sections on reading for reader applications. 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 a Single Word Reading test as a standardised score.

Name of test	
Test ceiling	
Date of administration	
Standardised score	

2. **Reading Speed and Comprehension**

Does the candidate read and/or comprehend continuous text or sentences at a speed/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 results on assessments of reading text or sentences with comprehension.

Name of test	
Test ceiling	
Date of administration	
Reading speed wpm, if available	
Reading speed Standardised score, if available	
Comprehension Standardised Score	

Candidate's name:

Writing Skills

3. Accuracy & Legibility

Is the candidate's spelling accuracy in the **below average range – i.e. a standardised score of 84 or less?**
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

Centres are allowed to provide a word processor to a candidate where it is their normal way of working within the centre and reflects their needs. There is not a requirement to record this arrangement using *Access arrangements online*.

Is the candidate proficient in the use of a word processor?
YES NO

Please give the results of a spelling assessment, stating how many errors were unrecognisable as the target word.

Name of test	
Test ceiling	
Date of administration	
Spelling Standardised Score	
Errors unrecognisable as target word, expressed as a percentage of the whole assessment	

Candidate's name:

4. Does the candidate express him/herself in written form, so slowly that answers could not be fully recorded in the time allowed? Is the candidate's handwriting speed, as a standardised score or a words per minute score, in the **below average range for their age**?

YES NO

Name of test	
Test ceiling	
Date of administration	
Free writing speed (wpm)	
Free writing speed standardised score (composite for subtests where appropriate)	
Free writing speed standardised score (scale score for a subtest where appropriate)*	
*Please name the subtest you are quoting where appropriate	
Errors unrecognisable as target word, expressed as a percentage of the whole assessment	
Writing speed (wpm) when dictated to a Scribe	
Typing speed (wpm) when word processed	
Quality of language when free writing or typing (please comment)	

Candidate's name:

5. 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

Name of test(s)		
Test ceiling		
Date of administration		
Which type of processing does this test assess?		
Cognitive processing standardised score (composite for subtests where appropriate)		
Cognitive processing standardised score (scale 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' section below.		

Other relevant information

For candidates requiring **extra time of up to 50%** a very substantially below average speed of processing standardised score is required – a standardised score of 69 or less. (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 77 or less is required in relation to reading comprehension and/or vocabulary. A standardised score of 77 or less is 1.5 standard deviations below the mean on a nationally standardised test. (Please see **section 5.11** of the JCQ publication *Access Arrangements and Reasonable Adjustments*.)

Candidate's name:

6. Name of the author of this report

(Please print)

Are you:

an appropriately qualified psychologist? YES NO

a Full/Affiliated Member of the Association of Educational Psychologists? YES NO

a specialist teacher with a current SpLD Assessment Practicing Certificate? YES NO

an educational professional with specialist skills limiting assessments to candidates within that specialist cohort?
YES NO

a specialist assessor approved by the head of centre who holds a qualification in 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 a specialist assessor.)

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

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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 a specialist assessor to sign if they have not carried out all the tests in Section C of this form.)

Signature _____

Date _____