**JCQ/AA/LD**

**Form 8**

**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 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**

|  |
| --- |
|       |

|  |  |
| --- | --- |
| **Part 1** | **Candidate’s name:** |

**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 7.6.1of 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** | **Candidate’s name:** |

**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.** |
|  |

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

|  |  |
| --- | --- |
| **Part 1** | **Candidate’s name:** |

**Part 1 - continued**

**Other relevant information**

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

|  |  |
| --- | --- |
| **Part 2** | **Candidate’s name:** |

**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)** |       |
| **Test ceiling** |       |
| **Date of administration** |       |
| **Standardised score** |       |

|  |  |
| --- | --- |
| **Part 2** | **Candidate’s name:** |

**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)** |       |
| **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.

|  |  |
| --- | --- |
| **Part 2** | **Candidate’s name:** |

**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.**

|  |  |  |
| --- | --- | --- |
| **Name of test(s)** |       |       |
| **Test ceiling** |       |       |
| **Date of administration** |       |       |
| **Which type of processing does this test assess?** * short-term/working verbal memory
* short-term/working visual memory
* short-term/working verbal and visual memory combined within a composite
* 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 (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’.** |

|  |  |
| --- | --- |
| **Part 2** | **Candidate’s name:** |

**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)** |       |
| **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)** |       |
| **Test ceiling** |       |
| **Date of administration** |       |
| **Writing speed standardised score** |       |

|  |  |
| --- | --- |
| **Part 2** | **Candidate’s name:** |

**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*.)

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Part 2** | **Candidate’s name:** |

**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:** |

**Part 3**

|  |
| --- |
| **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:[ ]  25% extra time[ ]  scribe/speech recognition technology/word processor with spellcheck, grammar and/or predictive text enabled[ ]  26% to 50% extra time[ ]  language modifier[ ]  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[ ]  Other (name the arrangement:       ). |
| Optional information for use in the centre (**Note:** This is **not** needed for inspection purposes)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): |

**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 [ ]  SENCo or equivalent member or staff**  **[ ]**   |
| **Name** |       |
| **Signature** |       |
| **Date** |       |

©JCQ 2022 – Effective from 1 September 2022