

Common Entrance Assessment (CEA): (GS 20 07 1)

Guidance Notes for parents/guardians who are applying for Special Access Arrangements to meet a diagnosed or identified significant need requiring a reasonable adjustment to sit the Common Entrance Assessment.

Access arrangements must be agreed before an assessment.

The closing date for receipt of applications for access arrangements and evidences is Friday 25th September at 4pm.

Access arrangements allow candidates with specific significant needs to access the assessment without changing the demands of the assessment. The intention behind access arrangements are to meet the specific significant need of an individual candidate, without affecting the integrity of the assessment.

Access arrangements should not advantage or disadvantage the candidate.

Evidence of need

The evidence of need will vary depending on the significant need, disability or condition being applied for. Failure to produce the appropriate evidence of need will lead to the application being rejected. Further evidence of need will be required where a candidate has a substantial impairment.

Access Panel

AQE Limited has established an Access Panel which will consider applications with accompanying diagnosis and/or identification of significant need. The Panel will then decide on appropriate access arrangements based upon evidence relating to reasonable adjustments made in primary school as a normal way of working. The decisions of the Access Panel will normally be considered final. It is possible for parents/guardians to apply for more than one access arrangement.

Application for Access Arrangements

Applications for Access Arrangements (form ACC/20 and accompanying evidence) should be completed and returned to the AQE Office together with the Registration Form or separately as soon as possible thereafter. In any case all applications for Access Arrangements and evidences must be returned to the office on or before Friday 25th September 2020 at 4pm.

Further information on the table

While the access arrangements and circumstances outlined in this document will cover the majority of situations for which reasonable adjustments are possible, it is not an exhaustive or exclusive list. In exceptional situations the Access Panel is prepared to consider other evidence and arrangements that may be required to ensure that a child is not at a disadvantage or an advantage. It is acknowledged that, in certain circumstances, parents/ guardians may wish to apply for more than one access arrangement.

The table makes reference to evidence being provided. This evidence should be from one or more of the following:

- an appropriately qualified medical doctor,
- another suitable or medical professional,
- a primary school Principal,
- a psychologist,
- a suitably qualified educational professional who is accredited by the British Psychological Society (this means someone who is qualified to practise in the United Kingdom holding an HCP Number).
- a qualified SENCo [SEN National Award Level 7 or equivalent]

Supporting evidence may also include Individual Education Plans (IEPs), Education Plans (EPS) or Health and Education Care Plans (HECPs).

Written evidence should be on **headed paper**, dated, accompanied by the name, address, phone number and, where possible, e-mail address, of the person providing it.

In the case of schools the written evidence must be signed or countersigned by the Principal.

In considering evidence submitted by parents to support an application for Access Arrangements, the Access Panel will have particular regard to the evidence which demonstrates that the relevant arrangement(s) reflect(s) a child's normal way of working in school continuously from at least the beginning of November of the Primary 6 year.

Where reference is made to a qualified professional or psychologist, please refer to Page 1 for a definition

Access Arrangement	Significant Need	Objective evidence for a reasonable adjustment to meet a significant need
<p>Extra time up to 25%</p> <p><i>Candidates who are granted this access arrangement will usually be in a room with other candidates who also will receive up to 25% extra time.</i></p> <p><i>Candidates will be required to stay in the assessment room until the 1 hour 15 minutes is up.</i></p>	<p>This may be applied for if there is significant need for reasonable adjustment relating to:</p> <ol style="list-style-type: none"> 1. learning difficulties; 2. a medical requirement; 3. a physical requirement; 4. a psychological requirement; 5. a requirement for work breaks related to any of the above. 	<p>The evidence provided must include at least one of the following:</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified psychologist during Key Stage 2 at the request of the primary school; • evidence from the primary school signed or countersigned by the Principal that this is the child's normal way of working in school continuously from at least the beginning of November of the Primary 6 year; • an assessment of the child's medical requirements by a doctor/medical or other relevant professional • an appropriate assessment carried out by a qualified SENCo <p><i>Where there is available only a psychological assessment carried out by the Education Authority at the request of the primary school during Key Stage 1, it must be accompanied by updated information from the primary school signed or countersigned by the Principal.</i></p> <p><i>Where a privately commissioned psychological assessment is submitted it must be taken during Key Stage 2 and provide quantitative statistical evidence supporting a clear diagnosis. The SENCO report must provide qualitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working. Screeners will not be accepted as sufficient evidence of a clear diagnosis.</i></p>
<p>Coloured overlays</p> <p><i>These are to be provided by the child's parents/guardians.</i></p>	<p>These may be used by a child when it represents his/her normal way of working in primary school.</p>	<ul style="list-style-type: none"> • an assessment of the child's medical requirements by a doctor/medical or other relevant professional.
<p>Coloured paper</p> <p><i>This will be provided by AQE.</i></p>	<p><i>The application form must indicate the colour of paper used in the candidate's normal way of working. AQE will make every effort to match the colour and parents will be informed of the colour available.</i></p>	<p>The evidence provided must include:</p> <ul style="list-style-type: none"> • a letter from a child's primary school signed or countersigned by the Principal to indicate that this is the child's normal way of working in school continuously from at least the beginning of November of the Primary 6 year

Access Arrangement	Significant Need	Objective evidence for a reasonable adjustment to meet a significant need
<p>Room invigilator to prompt candidate to stay on task</p> <p><i>A prompt is defined as a brief, non-verbal reminder to stay on task.</i></p>	<p>This may be applied for if there is significant need for reasonable adjustment relating to <i>a candidate who is unable to focus independently as a consequence of their significant need.</i></p>	<p>The evidence provided must include at least one of the following:</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified psychologist during Key Stage 2 at the request of the primary school; • evidence from the primary school signed or countersigned by the Principal that this is the child's normal way of working in school continuously from at least the beginning of November of the Primary 6 year; • an assessment of the child's medical requirements by a doctor/medical or other relevant professional. • an appropriate assessment carried out by a qualified SENCo <p><i>Where there is available only a psychological assessment carried out by the Education Authority at the request of the primary school during Key Stage 1, it must be accompanied by updated information from the primary school signed or countersigned by the Principal.</i></p> <p><i>Where a privately commissioned psychological assessment is submitted it must be taken during Key Stage 2 and provide quantitative statistical evidence supporting a clear diagnosis. The SENCO report must provide qualitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working. Screeners will not be accepted as sufficient evidence of a clear diagnosis.</i></p>

<p>Smaller group invigilation within a CEA centre.</p> <p>Smaller group invigilation usually means, where operationally possible, a room with 15 children or fewer.</p>	<p>A child may be permitted to take the CEA under smaller group invigilation within a centre, if there is appropriate evidence of significant/substantial need related to a psychological requirement, a physical requirement, a social/mental/emotional need.</p>	<p>The evidence provided must include at least one of the following:</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified psychologist during Key Stage 2 at the request of the primary school; • evidence from the primary school signed or countersigned by the Principal that this is the child's normal way of working in school continuously from at least the beginning of November of the Primary 6 year • an assessment of the child's medical requirements by a doctor/medical or other relevant professional. <p><i>Where there is available only a psychological assessment carried out by the Education Authority at the request of the primary school during Key Stage 1, it must be accompanied by updated information from the primary school signed or countersigned by the Principal.</i></p> <p><i>Where a privately commissioned psychological assessment is submitted it must be taken during Key Stage 2 and provide quantitative statistical evidence supporting a clear diagnosis. The SENCO report must provide qualitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working. Screeners will not be accepted as sufficient evidence of a clear diagnosis.</i></p>
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Access Arrangement	Significant Need	Objective evidence for a reasonable adjustment to meet a significant need
Room on their own	A substantial impairment with very specific needs.	<p>The evidence provided must include at least one of the following:</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified psychologist during Key Stage 2 at the request of the primary school; • evidence from the primary school signed or countersigned by the Principal that this is the child’s normal way of working in school continuously from at least the beginning of November of the Primary 6 year • evidence of the candidate’s persistent and substantial difficulties within the classroom and evidence that the normal classroom practice is to create a separate work space away from the body of the class and/or separate room is a normal way of working. • an assessment of the child’s medical requirements by a doctor/medical or other relevant professional which clearly states that the child has a substantial need which requires them to work in isolation as a reasonable adjustment to classroom practice. <p><i>Where there is available only a psychological assessment carried out by the Education Authority at the request of the primary school during Key Stage 1, it must be accompanied by updated information from the primary school signed or countersigned by the Principal.</i></p> <p><i>Where a privately commissioned psychological assessment is submitted it must be taken during Key Stage 2 and provide quantitative statistical evidence supporting a clear diagnosis. The SENCO report must provide qualitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working. Screeners will not be accepted as sufficient evidence of a clear diagnosis.</i></p>

Accommodation suited to a child with limited mobility	This should be requested where a candidate may have mobility difficulties e.g. a wheelchair user, to ensure that he/she is accommodated in a suitable classroom, with an appropriate work surface, if required.	An explanation by the parents of the child’s requirements. It is not necessary to complete the “evidence” box on the “ACC/20” form.
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Accommodation away from the CEA centre <i>Only in very exceptional circumstances can this arrangement be considered.</i>	This should only be requested where a child has a medical condition which prevents him/her from attending a CEA centre but does not prevent him/her from sitting the assessment.	<p>The evidence provided must include at least one of the following:</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified psychologist during Key Stage 2 at the request of the primary school; • evidence from the Primary School that it is normal practice to be off-site. <p>an assessment of the child’s medical requirements by a doctor, medical or other relevant professional.</p>
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Access Arrangement	Significant Need	Objective evidence for a reasonable adjustment to meet a significant need
<p>Aids for a visual impairment <i>e.g. slope board or magnifier</i></p> <p>These are to be provided by the child's parents/guardians.</p>	<p>Visual aids may be used if it reflects a candidate's normal way of working in primary school.</p>	<p>The evidence provided must include at least one of the following:</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified psychologist during Key Stage 2 at the request of the primary school • an assessment of the child's medical requirements by a doctor, medical or other relevant professional.
<p>Enlarged Papers</p> <p><i>Papers will be provided in A3 format, two sided pages, double punched and joined with treasury tags.</i></p>	<p>These are intended for children with moderately poor vision but who can see pictures, graphs and diagrams.</p>	<p>The evidence provided must include at least one of the following:</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified psychologist during Key Stage 2 at the request of the primary school; • an assessment of the child's medical requirements by a doctor, medical or other relevant professional.
<p>Scribe</p> <p><i>An adult approved by AQE who will write for the candidate in the assessment.</i></p> <p><i>When this access arrangement is granted, the candidate will be placed in a separate room with the scribe and an invigilator.</i></p>	<p>Scribes will only be permitted in very limited circumstances for children who cannot produce written communication by any other means.</p>	<p>The evidence provided must include at least one of the following:</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified psychologist during Key Stage 2 at the request of the primary school; • an assessment of the child's medical requirements by a doctor, medical or other relevant professional; • a medical diagnosis of dysgraphia.
<p>Child to read aloud</p> <p><i>This will only be granted in exceptional circumstances.</i></p> <p><i>On the rare occasion when this access arrangement is granted, the candidate will be placed in a separate room</i></p>	<p>It may be appropriate to allow a child to be accommodated separately and to be given the opportunity to read aloud, only if this is his/her normal way of working in primary school.</p>	<p>The evidence provided must include at least one of the following:</p> <ul style="list-style-type: none"> • a letter from the child's primary school signed or countersigned by the Principal to demonstrate that this is the child's normal way of working in school • a psychologist's report/diagnosis stating the need for reasonable adjustment.

There may be candidates who suffer from a particular significant need who may require other adjustments which are not listed in this document. Accordingly, the list of access arrangements is not exhaustive. Due to the diversity of candidate's needs this guidance does not list every circumstance where it would be appropriate to use access arrangements. Readers and computer examination readers are not an access arrangement for the Common Entrance Assessment.