

Access Arrangements – Information and Application Pack 2022/2023

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Access Arrangements Policy Statement May 2022

1. Introduction

AQE Ltd was formed with the purpose of providing a testing platform (Common Entrance Assessment) *which can be used by its member schools as part of their agreed admissions criteria* to allocate places to Year 8. A child who might otherwise be prevented from taking the Common Entrance Assessment or whose performance is likely to be affected by illness, injury or disability may be granted Access Arrangements. An Access Arrangement will only be granted to provide a reasonable adjustment in the case of significant need. An example of an Access Arrangement would be the provision of an enlarged paper for a child with a visual impairment or extra time for a child with a specific learning difficulty.

2. Rationale

AQE Ltd is committed to ensuring that children suffering from a disability are protected under the terms of the Disability Discrimination Act 1995 by making reasonable adjustments, if appropriate, to the process of internal organisation and arrangements for conduct of the Common Entrance Assessment (CEA). Indeed, a child does not necessarily have to be disabled (as defined by the DDA 1995) to be allowed an Access Arrangement if such an arrangement is shown to be appropriate for that child.

In applying this rationale AQE Limited may refer to Special Education Needs legislation (NI) as guidance.

3. Implementation

i. Parental Responsibility

Parents who are applying for Access Arrangements must ensure that all relevant information, including appropriate evidence of significant need, is submitted to AQE Ltd by the deadline specified on the AQE Ltd website. Such evidence must be in accordance with the requirements specified in the guidance issued to the parents (AQE Ltd website). **Any late applications will only be considered if the evidence was not available at the time of the deadline date or due to mitigating circumstances supported by independent evidence.**

ii. AQE Ltd Responsibility

AQE Ltd will convene an Access Panel to consider each application for Access Arrangements. The Panel will consist of suitably qualified and experienced professionals. Each application will be assessed on the information and evidence provided by parents. Access Arrangements will allow candidates with special educational needs, disabilities or temporary injuries to access the assessments without affecting the integrity of the assessments. Reasonable adjustments will only be granted by the Access Panel where there is appropriate evidence of significant need and they are operationally and financially feasible.

iii. Centre Responsibility

An Assessment Centre is responsible for putting into place the reasonable adjustments agreed by the Access Panel. Assessment Centres will receive details of candidates with Access Arrangements, who are to sit the CEA tests in the Centres as soon as possible, to ensure appropriate procedures are put in place. Late applications for Access Arrangements due to emergency situations or additional new information will be processed and Centres informed as quickly as possible.

iv. Appeals Process

Whilst the decision of the Access Panel is usually final, an appeal may be considered if there are sufficient grounds supported by appropriate independent evidence. Parents may appeal the decision of the Access Panel by writing to the Joint CEO of AQE Limited, setting out clearly the grounds for an appeal. The appeal will be considered by an Independent Appeals Panel, which will write to the parents outlining its decision. The decision of the Appeals Panel will be final.

4. Review

The Policy Statement will be reviewed annually and approved by the Board of Directors of AQE Ltd.

Common Entrance Assessment

2022/2023

ACC/22



Application for Access Arrangements and Reasonable Adjustments

Parents considering an application for access arrangements should read the **Guidance Notes** in full before completing the form below.

An application for access arrangements should not be submitted until it is complete with evidence. The Access Panel will make a decision based only on the application and evidence in front of them.

Guidance Notes are available from the AQE website (www.aqe.org.uk) or directly from the AQE Office. The evidence you are providing to support your application should be attached to this form and returned to the AQE Office, Unit 3, Weavers Court Business Park, Belfast BT12 5GH **no later than 4pm on Friday 23rd September 2022**

Parents/Guardians are responsible for ensuring that applications are made by the closing date and that the appropriate evidence is provided. The closing date for Access Applications is the **Friday 23rd September 2022**. It should be noted that it may not be possible to accommodate late applications as they will be subject to operational feasibility.

The Access Panel does not enter into direct communication with applicants.

- **My child has an independently diagnosed or identified significant need:** Yes No
- **My child is registered on the Special Needs register in Primary School:** Yes No
- **My child's first language is neither English nor Irish and they have spent less than three years in the U.K./Ireland before September 2022:** Yes No

Candidate Name:

(please print in block capitals)

Candidate Date of Birth:

(please print in block capitals)

Candidate Primary School Name:

(please print in block capitals)

Online Reference No.:

(this will have been received following the completion of an online application form for Registration. If you have completed the paper version of the application for registration, please write 'PAPER' above.)

Specific significant or substantial need for which an access arrangement is being requested:

(Please state the nature of your child's diagnosis, identified specific significant need, or identified substantial need or state their first language and date of arrival in the UK/Ireland)

Special Access Arrangements and reasonable adjustments requested:

Please state the reasonable adjustments you are applying for in the box below. Please note that only the reasonable adjustments requested in this box will be considered by the Access Panel

Evidence

Please list the evidence that you are providing to support this application in the box below. **Failure to produce the appropriate evidence of need will lead to the application being rejected.** Please ensure you have consulted the published Guidance Notes before submitting evidence.

IF YOU REQUIRE YOUR EVIDENCE TO BE RETURNED, YOU MUST INCLUDE A STAMPED ADDRESS ENVELOPE. Evidence will be returned once the full cycle has been completed in March 2023.

Please tick which evidences you have included with your application from the table on the left. Any evidence which you have included that is not listed should be detailed in the box on the right:

• Education Authority or Private Key Stage 2 assessment		Other evidence provided (if applicable):
• Medical evidence		
• Qualified SENCO assessment		
• IEP, EP, HECP or Statement		
<i>and</i>		
• Primary School evidence (of normal way of working)		

Declaration

- I have read the guidance notes that accompany this form and I declare that all of the information provided is correct and I am the legal parent/guardian for the named candidate.
- I agree to co-operate with the Association for Quality Education Limited if requested to provide clarification on any aspect of my application.
- I consent to the Association for Quality Education Limited making available to any post-primary school using the Common Entrance Assessment the result of this application for Access Arrangements.
- **I confirm that my application is complete with evidence.**

Parent/Guardian name: _____

Parent/Guardian signature: _____ Date: _____

Parent/Guardian e-mail: _____

Applications for Access Arrangements (Form ACC/22 and accompanying evidence) should be completed and **returned to the AQE Office by post via tracked delivery as proof of postage.** AQE Limited take no responsibility for undelivered post where there is no proof of postage provided. It is possible to hand deliver any or all elements via an internal postbox in the main reception of Weavers Court Business Park. You should be aware that no person will be available to take the documents from you directly, nor will any receipt of delivery be provided by AQE Ltd or the Business Park. The closing date for applications is Friday 23rd September 2022 at 4pm.



AQE Office, Unit 3 Weavers Court Business Park, Belfast BT12 5GH. 028 9022 4002

Common Entrance Assessment (CEA) : (GS 22 07 1)

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

Access arrangements must be approved by AQE. The closing date for receipt of applications for access arrangements and evidence is Friday 23rd September 2022 at 4pm.

These are adjustments that can be put in place to support:

- I. pupils with a specific significant or substantive need. Any support should be based primarily on normal classroom practice
- II. pupils who would be at a **substantial disadvantage** in comparison with other pupils without the specific significant need.
 - These adjustments allow pupils with specific needs, such as special education needs, disabilities or temporary injuries to access the assessments and show what they know and can do without changing the demands of the assessment.
 - The intention behind an access arrangement is to meet the needs of an individual pupil without affecting the integrity of the assessments
 - A reasonable adjustment may be unique to an individual and may not be included in the guidance table listing access arrangements.
 - The exception to the Normal Way of Working would be injury/illness at the time of the Common Entrance Assessments, (CEAs). This may qualify for emergency access applications.

Access arrangements must always be approved before sitting the CEAs.

Evidence of need

The evidence of need will vary depending on the specific 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 specific significant need with accompanying evidence. The Panel will then decide which of the requested access arrangements should be implemented, 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/22 and accompanying evidence) should be completed, inclusive of all evidence, and **returned to the AQE Office by post via tracked delivery as proof of postage**. AQE Limited takes no responsibility for undelivered post where there is no proof of postage provided. It is possible to hand deliver any or all elements via an internal post-box in the main reception of Weavers Court Business Park. You should be aware that no person will be available to take the documents from you directly, nor will any receipt of delivery be provided by AQE Ltd or

the Business Park. In any case all applications for Access Arrangements and evidence must be returned to the office on or before Friday 23rd September 2022 at 4pm.

Please note that any application for Access Arrangements is separate from and **in addition to** Registration.

Parents/Guardians are responsible for ensuring that applications are made by the closing date and that the appropriate evidence is provided. The closing date for Access Applications is the **Friday 23rd September 2022**. It should be noted that it may not be possible to accommodate late applications as they will be subject to operational feasibility.

Guidance on evidence

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

- an appropriately qualified medical doctor;
- or another suitable medical professional;
- a Primary school Principal;
- an Educational psychologist who must have been registered with a valid HCPC number at the date of their signed and dated report;
- 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 HCPC 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:**

- a.) on headed notepaper, dated and signed or countersigned by the Principal
or
- b.) by e-mail from a verifiable C2K e-mail address 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 during Key Stage 2.*

Normal Way of Working (Sometimes referred to as normal classroom practice.)

Access arrangements are not put in place solely for the practice assessments or for the assessments. The Key Principle is that the normal way of working can show a history of support and provision. The arrangement is not suddenly being granted to the pupil at the time of the Common Entrance Assessment.

The access arrangement should reflect the normal way of working in school defined as 'those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child's identified specific significant need or needs and to support the child's learning.'

Guidance on evidence (table)

Specific Significant Need	Access Arrangement sought	Objective evidence for a reasonable adjustment to meet a specific significant need
<p>Cognition and Learning Needs e.g. Dyslexia Dyscalculia</p>	<p>Extra time up to 25% without rest breaks</p> <p>or</p> <p>Extra time up to 25% to include rest breaks</p> <p><i>Candidates who are granted this access arrangement will usually be in a room with up to 15 other candidates who also will receive up to 25% extra time, where operationally possible.</i></p> <p><i>Candidates will be required to stay in the assessment room until the full extra time is up.</i></p> <p><i>Please refer to the Glossary for further clarification.</i></p>	<p>The evidence provided must include normal way of working in Key Stage 2 plus at least one of the following:</p> <p>(The phrase ‘Normal Way of Working’ as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child’s identified specific significant need or needs and to support the child’s learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as ‘normal way of working’.)</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified EA Educational Psychologist during Key Stage 2 at the request of the primary school • an appropriate assessment carried out by a qualified SENCo • a copy of a Key Stage 2 Individual Education Plan (IEP) or Annual Review which clearly shows the Stage on the Code of Practice. <p><u>Evidence from the primary school must be signed or countersigned by the Principal except when being supplied from a verifiable c2k email address</u></p> <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. This should be accompanied by Key Stage 2 normal way of working.</i></p> <p>A SENCO report must provide quantitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working.</p> <p><i>Screeners alone will not be accepted as sufficient evidence to support an application.</i></p>
	<p>Coloured overlays These may be used by a child when it represents his/her normal way of working in primary school. <i>These are to be provided by the child’s parents/guardians.</i></p>	<ul style="list-style-type: none"> • Evidence should be supplied which verifies that the use of coloured overlays is the child’s normal way of working in class.

	<p>Reading rulers These may be used by a child when it represents his/her normal way of working in primary school. <i>These are to be provided by the child's parents/guardians.</i></p>	<ul style="list-style-type: none"> Evidence should be supplied which verifies that the use of reading rulers is the child's normal way of working in class.
	<p>Coloured paper <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> <i>This will be provided by AQE.</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 during KS2. <p>The phrase 'Normal Way of Working' as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child's identified specific significant need or needs and to support the child's learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as 'normal way of working'.</p>
	<p>Child to read aloud</p> <p>This will only be granted in exceptional circumstances.</p> <p><i>On the <u>rare occasion</u> when this access arrangement is granted, the candidate will be placed in a separate room <u>only</u> if this is his/her normal way of working in primary school.</i></p>	<p>The evidence provided must include normal way of working in Key Stage 2 plus at least one of the following:</p> <p>(The phrase 'Normal Way of Working' as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child's identified specific significant need or needs and to support the child's learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as 'normal way of working'.)</p> <ul style="list-style-type: none"> a psychological assessment carried out by a qualified EA Educational Psychologist during Key Stage 2 at the request of the primary school an appropriate assessment carried out by a qualified SENCo a copy of a Key Stage 2 Individual Education Plan (IEP) or Annual Review which clearly shows the Stage on the Code of Practice. <p><u>Evidence from the primary school must be signed or countersigned by the Principal except when being supplied from a verifiable c2k email address</u></p> <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. This should be accompanied by Key Stage 2 normal way of working.</i></p> <p><i>A SENCO report must provide quantitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working.</i></p>
	<p>Use of a computer reader / examination pen</p> <p><i>This is to be provided by the child's parents/guardians. The pen should not have access to a dictionary, thesaurus and/or other software. Electronic reader pens must be used with earphones.</i></p> <p><i>Candidates who are granted the use of an electronic reader pen will be awarded up to 25% extra time. Candidates who are awarded up to 25% extra time will be placed in a room with 15 candidates or fewer, where operationally possible.</i></p> <p><i>Candidates will be required to stay in the assessment room until the full extra time is up.</i></p>	<p><i>There should be <u>strong, quantitative statistical</u> evidence to support the use of an electronic reader pen.</i></p> <p>The evidence provided must include normal way of working in Key Stage 2 plus at least one of the following:</p> <p>(The phrase 'Normal Way of Working' as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child's identified specific significant need or needs and to support the child's learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as 'normal way of working'.)</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified EA Educational Psychologist during Key Stage 2 at the request of the primary school • an appropriate assessment carried out by a qualified SENCO • a copy of a Key Stage 2 Individual Education Plan (IEP) or Annual Review which clearly shows the Stage on the Code of Practice. <p><u>Evidence from the primary school must be signed or countersigned by the Principal except when being supplied from a verifiable c2k email address</u></p> <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. This should be accompanied by Key Stage 2 normal way of working.</i></p> <p><i>A SENCO report must provide quantitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working.</i></p>

		<i>Evidence from the Primary School Principal must also show the subsequent reasonable adjustments made which constitute the normal way of working.</i>
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Specific Significant Need	Access Arrangement sought	Objective evidence for a reasonable adjustment to meet a specific significant need
Sensory and Physical Need e.g Visual impairment Hearing impairment Multi-sensory impairment Physical Disability	Enlarged Papers <i>Papers will be provided in A3 format.</i> <i>The font size will be enlarged to 20pt (Times New Roman font).</i>	<p>The evidence provided must include normal way of working in Key Stage 2 plus at least one of the following:</p> <p>(The phrase ‘Normal Way of Working’ as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child’s identified specific significant need or needs and to support the child’s learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as ‘normal way of working’.)</p> <ul style="list-style-type: none"> • an assessment of the child’s medical requirements by a doctor, medical or other relevant professional (optician, optometrist, ophthalmologist) • Education Authority Sensory Service report
For children with moderately poor vision but who can see pictures, graphs, and diagrams.	Visual aids e.g. slope board or magnifier <i>These are to be provided by the child’s parents/guardians.</i>	<p>The evidence provided must include normal way of working in Key Stage 2 plus at least one of the following:</p> <p>(The phrase ‘Normal Way of Working’ as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child’s identified specific significant need or needs and to support the child’s learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as ‘normal way of working’.)</p> <ul style="list-style-type: none"> • an assessment of the child’s medical requirements by a doctor, medical or other relevant professional (optician, optometrist, ophthalmologist) • Education Authority Sensory Service report
Candidates who have mobility difficulties e.g., a wheelchair user	Accommodation suited to a child with limited mobility <i>to ensure that he/she is accommodated in a suitable classroom, with an appropriate work surface, if required.</i>	<p>An explanation by the parents of the child’s requirements.</p> <p>It is not necessary to complete the “evidence” box on the “ACC/22” form.</p>

Specific Significant Need	Access Arrangement sought	Objective evidence for a reasonable adjustment to meet a specific significant need
<p>Medical conditions which are classed as a disability e.g. Diabetes</p> <p>Epilepsy</p>	<p>Some common adjustments for students with Type 1 diabetes:</p> <ul style="list-style-type: none"> • Being allowed to take drinks and snacks into the CEA to prevent or treat a hypo or hyper • Being allowed to take their blood sugar monitor and insulin treatment into the CEA. • Taking time out to treat a hypo, hyper or to go to the toilet. These are called supervised rest breaks where the clock is paused while the student is given the time they need. The clock restarts after recovery. <p>There's no maximum time set for such supervised breaks.</p> <p>AQE will make the Centre aware of child's condition.</p> <p>Taking time out to ease tiredness. These are called supervised rest breaks where the clock is paused while the child rests. The clock restarts after recovery.</p> <p>There is no maximum time set for such supervised breaks.</p> <p>AQE will make the Centre aware of child's condition.</p>	<p>The evidence provided must include normal way of working in Key Stage 2 plus at least one of the following:</p> <p>(The phrase 'Normal Way of Working' as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child's identified specific significant need or needs and to support the child's learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as 'normal way of working'.)</p> <ul style="list-style-type: none"> • a copy of a Key Stage 2 Health Care Plan (HCP) or IEP or Annual Review which clearly shows how the child's needs are accommodated • an assessment of the child's medical requirements by a doctor, medical or other relevant professional (e.g., Paediatric Diabetes Specialist Nurse) • Education Authority Sensory Service report
<p>Severe nut allergy or other allergies detrimental to the child's well being</p>	<p>Candidates are permitted to bring in their epi-pen to the CEA and AQE will make the centre aware of this.</p>	<p>Confirmation of the medical diagnosis by a suitably qualified medical professional.</p>

Specific Significant Need	Access Arrangement sought	Objective evidence for a reasonable adjustment to meet a specific significant need
<p>Communication and Interaction Needs</p> <p>e.g Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs.</p>	<p>Extra time up to 25% without rest breaks</p> <p>or</p> <p>Extra time up to 25% to include rest breaks</p> <p><i>Candidates who are granted this access arrangement will usually be in a room with up to 15 other candidates who also will receive up to 25% extra time, where operationally possible.</i></p> <p><i>Candidates will be required to stay in the assessment room until the full extra time is up.</i></p>	<p>The evidence provided must include normal way of working in Key Stage 2 plus at least one of the following:</p> <p>(The phrase ‘Normal Way of Working’ as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child’s identified specific significant need or needs and to support the child’s learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as ‘normal way of working’.)</p> <ul style="list-style-type: none"> • A letter from a suitable medical professional • a psychological assessment carried out by a qualified EA Educational Psychologist during Key Stage 2 at the request of the primary school • an appropriate assessment carried out by a qualified SENCo • a copy of a Key Stage 2 Individual Education Plan (IEP) and/or HCP, or Annual Review which clearly shows the Stage on the Code of Practice. <p><u>Evidence from the primary school must be signed or countersigned by the Principal except when being supplied from a verifiable c2k email address</u></p> <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. This should be accompanied by Key Stage 2 normal way of working.</i></p> <p>A SENCO report must provide quantitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working.</p>

Specific Significant Need	Access Arrangement sought	Objective evidence for a reasonable adjustment to meet a specific significant need
<p>Social, Mental and Emotional Needs</p> <p>e.g. Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Mental health conditions</p>	<p>Extra time up to 25% without rest breaks</p> <p>or</p> <p>Extra time up to 25% to include rest breaks</p> <p><i>Candidates who are granted this access arrangement will usually be in a room with up to 15 other candidates who also will receive up to 25% extra time, where operationally possible.</i></p> <p><i>Candidates will be required to stay in the assessment room until the full extra time is up.</i></p>	<p>The evidence provided must include normal way of working in Key Stage 2 plus at least one of the following:</p> <p>(The phrase ‘Normal Way of Working’ as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child’s identified specific significant need or needs and to support the child’s learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as ‘normal way of working’.)</p> <ul style="list-style-type: none"> • A letter from a suitable medical professional • a psychological assessment carried out by a qualified EA Educational Psychologist during Key Stage 2 at the request of the primary school • an appropriate assessment carried out by a qualified SENCo • a copy of a Key Stage 2 Individual Education Plan (IEP) or Annual Review which clearly shows the Stage on the Code of Practice. <p><u>Evidence from the primary school must be signed or countersigned by the Principal except when being supplied from a verifiable c2k email address</u></p> <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. This should be accompanied by Key Stage 2 normal way of working.</i></p> <p>A SENCO report must provide quantitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working.</p>
	<p>The invigilator in the room prompts the 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</p>	<p>The evidence provided must include normal way of working in Key Stage 2 plus at least one of the following:</p> <p>(The phrase ‘Normal Way of Working’ as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child’s identified specific significant need or needs and to support the child’s learning during Key Stage 2.</p>

<p>adjustment relating to <i>a candidate who is unable to focus independently as a consequence of their significant need.</i></p>	<p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as ‘normal way of working’.)</p> <ul style="list-style-type: none"> • A letter from a suitable medical professional • a psychological assessment carried out by a qualified EA Educational Psychologist during Key Stage 2 at the request of the primary school • an appropriate assessment carried out by a qualified SENCo • a copy of a Key Stage 2 Individual Education Plan (IEP) or Annual Review which clearly shows the Stage on the Code of Practice. <p><u>Evidence from the primary school must be signed or countersigned by the Principal except when being supplied from a verifiable c2k email address</u></p> <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. This should be accompanied by Key Stage 2 normal way of working.</i></p> <p>A SENCO report must provide quantitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working.</p>
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<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 normal way of working in Key Stage 2 plus at least one of the following:</p> <p>(The phrase ‘Normal Way of Working’ as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child’s identified specific significant need or needs and to support the child’s learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as ‘normal way of working’.)</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified EA Educational Psychologist during Key Stage 2 at the request of the primary school • an appropriate assessment carried out by a qualified SENCo • a copy of a Key Stage 2 Individual Education Plan (IEP) or Annual Review which clearly shows the Stage on the Code of Practice.
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Evidence from the primary school must be signed or countersigned by the Principal except when being supplied from a verifiable c2k email address

*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.***

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. This should be accompanied by Key Stage 2 normal way of working.

A SENCO report must provide quantitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working.

Specific Significant Need	Access Arrangement sought	Objective evidence for a reasonable adjustment to meet a specific significant need
<p>Difficulty writing</p>	<p>Scribe Scribes will only be permitted in very limited circumstances for children who cannot produce written communication by any other means.</p> <p><i>A scribe is an adult approved by AQE who will write for the candidate in the assessment.</i></p> <p><i>Subject to COVID restrictions at the time of the assessments.</i></p> <p><i>If this access arrangement is granted, the candidate will be placed in a separate room with the scribe and an invigilator.</i></p>	<p>The evidence provided must include normal way of working in Key Stage 2 plus one of the following:</p> <p>(The phrase 'Normal Way of Working' as used in these documents, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child's identified specific significant need or needs and to support the child's learning during Key Stage 2.</p> <p>Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as 'normal way of working'.)</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, for example an occupational therapist; • a medical diagnosis of dysgraphia. <p><u>Evidence from the primary school must be signed or countersigned by the Principal except when being supplied from a verifiable c2k email address</u></p> <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. This should be accompanied by Key Stage 2 normal way of working.</i></p> <p><i>A SENCO report must provide quantitative statistical evidence and the subsequent reasonable adjustments made which constitute the normal way of working.</i></p>

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 candidates' needs this guidance does not list every circumstance where it would be appropriate to use access arrangements.

Human readers are not available as an access arrangement. AQE Ltd have taken account of the assessment objectives related to the assessment of reading, the overall integrity of the assessments and the health and safety requirements related to the Covid pandemic.

Computer reader/examination pens are an access arrangement for those children who meet the required level of need, supported by evidence in addition to the Normal Way of working as defined and outlined in the Access Guidance materials.

Common Entrance Assessment (CEA) : (GS 22 07 2)

Guidance for Parents of Children whose first language is neither English nor Irish and who has spent less than three academic years in the UK/Ireland before September 2022.

These guidance notes are for parents/guardians where their child's first language is neither English nor Irish and that he/she will have spent **less than three** academic years in the United Kingdom and/or Ireland before September 2022.

AQE Limited is committed to making reasonable adjustments before the CEA takes place to enable these candidates to sit the CEA.

Access Panel

AQE Limited has established an Access Panel which will consider applications from parents/guardians where their child's first language is neither English nor Irish **with** accompanying evidence as listed below. The Panel will then decide which of the requested access arrangements should be implemented, 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.

Applications for Access Arrangements (form ACC/22 and accompanying evidence) should be completed and returned to the AQE Office together with the Registration Form or separately as soon as possible thereafter. The closing date for Access Applications is Friday 23rd September 2022 at 4pm. It should be noted that it may not be possible to accommodate late applications as they will be subject to operational feasibility.

Please note that any application for Access Arrangements is separate from and **in addition to** the application for registration.

Parents/Guardians are responsible for ensuring that applications are made by the closing date and that the appropriate evidence is provided. The closing date for Access Applications is the **Friday 23rd September 2022 at 4pm**. It should be noted that it may not be possible to accommodate late applications as they will be subject to operational feasibility.

Access Arrangements available for Parents/Guardians of children whose first language is neither English nor Irish and who have spent less than three academic years in the UK/ Ireland before September 2022.

1. Extra time up to 25%

and/or

2. The use of a bi-lingual translation dictionary. (*An electronic dictionary is not allowed*). If this access arrangement is approved, the candidate must bring his/her own dictionary with him/her on the date of each CEA paper. The name and address of the owner of the dictionary may be written on it, but it should have no other additional marks or writing and should not contain any additional material. This will be checked by the invigilator.

Appropriate evidence should include:

1. All dates of entry into UK and/ or Ireland, e.g. from passport, entry Visa or other official document

and

2. Dates of enrolment in **all** Primary Schools attended in the UK and/or Ireland. The written evidence from the Primary School **must be:**

c.) on headed notepaper, dated and signed or countersigned by the Principal

or

d.) by e-mail from a verifiable C2K e-mail address by the Principal

3. Normal way of working in Primary school.

The phrase 'Normal Way of Working' as used in this document, refers to those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child's identified specific significant need or needs and to support the child's learning during Key Stage 2.

Please be aware that adjustments put in place solely for the purpose of taking practice tests will not be considered as 'normal way of working'.

Due to the diversity of pupils' needs, this document does not list every access arrangement that may be appropriate.

All evidence submitted must be clear and legible, including any photocopies.

AQE Access Arrangements

Glossary of Terms

Access Arrangements

These are adjustments that can be put in place to support pupils with a specific significant or substantive need. Any support should be based primarily on normal classroom practice.

These adjustments allow pupils with specific needs, such as a special education need or needs, and /or disabilities to access the assessments and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual pupil without affecting the integrity of the assessments. A reasonable adjustment may be unique to an individual and may not be included in the guidance table listing access arrangements.

The exception to the Normal Way of Working would be injury/illness at the time of the Common Entrance Assessments, (CEAs). This may qualify for emergency access applications.

Access arrangements must always be approved before sitting the CEAs.

CEAs

This means the Common Entrance Assessments from AQE Ltd.

Computer Reading Pen

If granted, this access arrangement is a hand held device, to be used with headphones which do not disturb others. An examination reading pen is preferable, however if the child usually works in the classroom with a reading pen this may be used in the Common Entrance Assessments provided that all other functions are disabled i.e. thesaurus, dictionary, and any software which would impact on the integrity of the assessments. Pupils who qualify for the use of this access arrangement will be granted up to 25% extra time and will be in a room with others with up to 25% extra time. This will be dependent on the evidence provided in addition to the normal way of working.

Cumulative

Additional time is not cumulative, you cannot get up to 25% extra time for one need and then add on another 25% for another need. However, if a pupil qualifies for up to 25% extra time, they may also be eligible for other access arrangements. This will be dependent on the evidence provided in addition to the normal way of working.

Extra Time

Applications for extra time should be supported with the evidence of the normal way of working in the classroom. Where the child needs time to rest then the extra time applied for should state that extra time requires rest breaks built in. Where the extra time is required for a need such as slow processing speed or a similar need, it should be stated that extra time is required to complete the assessments.

Evidence

Evidence refers to the documentation which shows that a pupil is eligible for the access arrangements requested. The required evidence will vary according to the type of support requested.

The requirement for evidence of need is important to maintain the standard and a consistency of the assessment system.

IEP

This is an Individual Education Plan for a pupil who has an identified specific need and has had reasonable adjustments made in school as a normal way of working. It is supplied by the school and all parents should have access to the plan in place for their child.

An IEP, with the current Stage of the Code of Practice identified, may be submitted as evidence provided that it shows that the access arrangement requested is a reasonable adjustment in classroom practice outside of practice assessments for the Common Entrance Assessments.

HCP

This is a Health Care Plan for a pupil who has an identified specific health need and has had reasonable adjustments put in place in school as a normal way of working.

An HCP may be submitted as evidence provided that it shows that the access arrangement requested is a reasonable adjustment in classroom practice outside of practice assessments for the Common Entrance Assessments.

Normal Way of Working (Sometimes referred to as normal classroom practice.)

Access arrangements are not put in place solely for the practice assessments or for the assessments. The Key Principle is that the normal way of working can show a history of support and provision. The arrangement is not suddenly being granted to the pupil at the time of the Common Entrance Assessment.

The access arrangement should reflect the normal way of working in school defined as

‘those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child’s identified specific significant need or needs and to support the child’s learning.’

Prompter

This is someone to keep the pupil’s attention on the assessment paper but not to help them answer the questions. A prompter is an adult invigilator who will give non-verbal prompts perhaps by tapping on desk, or catching the eye of the pupil to indicate to get on task.

A prompter may not for example: aid the child; advise the child on what questions to answer; or how to answer questions.

Quantitative data

This refers to standardised scores which must use a mean of 100 and a standard deviation of 15. Standardised scores of 84 or below are described as below average. Particular attention will be given to reading speed, reading comprehension speed, and cognitive processing speed; and the standard deviations from predicted scores.

Where there are a cluster of low scores across a number of areas, i.e. speed of reading, speed for reading comprehension, speed of cognitive processing etc., they will be considered.

Very substantive adjustments need standardised scores of 70 or below or a cluster of standardised scores below 84 with supporting evidence.

The amount of evidence required to support an application with quantitative data **must be** accompanied with the normal way of working in school, showing that reasonable adjustments have been made and are effective.

SEN

Special Educational Needs

SENco

This means the Special Educational Needs Coordinator is the member of staff in the Primary school who makes sure that children with specific significant education/health needs get the support to which they are entitled to.

SEN Register

This is a register kept in schools of children who have identified specific need/s. The stage of the SEN Code of Practice is recorded and the reasonable adjustments/support made to address the child’s need/s. There are different stages of the Code of Practice for Special Educational Needs ranging from 1 to Statemented; this will be recorded in the SEN register.

Substantive Need

Due to the diversity of pupils’ needs, this guidance does not list every circumstance where access arrangements may be appropriate to use

Applications for access arrangements should clearly confirm and support that the pupil has a clear, measurable and substantial long term adverse effect on performance.

ACCESS ARRANGEMENTS - NORMAL WAY OF WORKING PRIMARY SCHOOL SUBMISSION

This form has been devised as a guide to assist Primary Schools.

It is the parent's responsibility to attach all evidence to the access application form (ACC/22), including this form.

Access Arrangements. These are adjustments that can be put in place to support:

- i. pupils with a specific significant or substantive need. Any support should be based primarily on normal classroom practice
- ii. pupils who would be at a **substantial disadvantage** in comparison with other pupils without the specific significant need.
 - These adjustments allow pupils with specific needs, such as special education needs, disabilities or temporary injuries to access the assessments and show what they know and can do without changing the demands of the assessment.
 - The intention behind an access arrangements is to meet the needs of an individual pupil without affecting the integrity of the assessments
 - A reasonable adjustment may be unique to an individual and may not be included in the guidance table listing access arrangements.
 - The exception to the Normal Way of Working would be injury/illness at the time of the Common Entrance Assessments, (CEAs) This may qualify for emergency access applications.

Access arrangements must always be approved before sitting the CEAs.

The Access Panel does not enter into direct communication with applicants.

Name of Child: _____

Primary School: _____

Date of Birth: _____

Specific Need: _____

Is the child registered under the new code of practice? Yes No

If yes, at what stage?: _____

Date of diagnosis and/or identification of need: _____

Has the above named child been awarded access to a Classroom Assistant? Yes No

If so, please state the number of hours allocated per week. _____

Is the above named child being withdrawn for Literacy/Numeracy support either by school staff or outreach support from the EA? Yes No

If so, please provide brief details:

What reasonable adjustments, referred to as normal way of working, have been made to address the child's specific significant or substantive need?

Normal Way of Working (Sometimes referred to as normal classroom practice.)

Access arrangements are not put in place solely for the practice assessments or for the assessments. The Key Principle is that the normal way of working can show a history of support and provision. The arrangement is not suddenly being granted to the pupil at the time of the Common Entrance Assessment. The access arrangement should reflect the normal way of working in school defined as 'those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child's identified specific significant need or needs and to support the child's learning.'

What external evidence(s) informed the school of the requirement to make reasonable adjustments?

For example; quantitative data. This refers to standardised scores which must use a mean of 100 and a standard deviation of 15. Standardised scores of 84 or below are described as below average. Particular attention will be given to reading speed, reading comprehension speed, and cognitive processing speed; and the standard deviations from predicted scores.

Where there are a cluster of low scores across a number of areas, i.e. speed of reading, speed for reading comprehension, speed of cognitive processing etc., they will be considered.

Very substantive adjustments need standardised scores of 70 or below or a cluster of standardised scores below 84 with supporting evidence.

*The amount of evidence required to support an application with quantitative data **must be** accompanied with the normal way of working in school, showing that reasonable adjustments have been made and are effective.*

What internal evidence(s) informed the school of the requirement to make reasonable adjustments?

For example; IEPs, HCPs, Quantitative data

Signed by: *(Two signatures are required on each form)*

1. SENCo or Primary 6 teacher or Primary 7 teacher:

Name: _____

Signature: _____

Date: _____

2. Primary School Principal:

Name: _____

Signature: _____

Date: _____

It is the parent's responsibility to attach all evidence to the access application form (ACC/22), including this form.