

The Association for Quality Education Limited:

Access Arrangements for the Common Entrance Assessment (CEA) 2011 (GS 11 07)

The Association for Quality Education Limited ("AQE Limited") has provided for Access Arrangements to be made in advance of the Common Entrance Assessment ("CEA") to facilitate a candidate to undertake the CEA. Individual schools will retain responsibility for Special Circumstances, which allows a candidate's mark to be adjusted **after** the CEA has taken place. AQE Limited will provide guidance to schools on arrangements which may be used for Special Circumstances.

AQE Limited has adopted a policy similar to that expressed in the document, "Access Arrangements, Reasonable Adjustments and Special Consideration" published by the Joint Council for Qualifications with effect from 1/9/08-31/8/09 as that document applies to General Qualifications. The section of this AQE document which sets out particular access arrangements, circumstances, and evidence is based on what is contained in Chapters 2 and 6 of the JCQ document, and reflects those chapters, but adapted for the CEA. AQE Limited acknowledges the ownership of JCQ in the copyright of those parts of the JCQ document adapted for this document

The policy adopted by AQE Limited will not apply to pupils with a Statement of Special Educational Needs. The procedure for admitting pupils with a Statement of Special Educational Needs is governed by The Education (Northern Ireland) Order 1996 (Articles 15 and 16) and the Disability (Northern Ireland) Order 2005 (Schedule 1), a position not changed by the Education (Northern Ireland) Order 2006. Therefore, young people with Statements of Special Educational Needs will continue to be assessed by Education and Library Boards.

Reference to "CEA centres" in this document means those schools that have chosen to operate the Common Entrance Assessment offered by the Association for Quality Education Limited and in which candidates will sit the CEA.

The Role of the Parent/Guardian

Under the JCQ regulations, it is the centre in which the candidate sits the examination that makes the application for access arrangements. As the applicants for the CEA will not be known personally to the staff in CEA centres, it will be the responsibility of parents/guardians to apply for access arrangements and to obtain and supply the information required by the AQE Limited Access Panel (see below).

The CEA Registration Form contains a section for parents/guardians to indicate if they wish to apply for access arrangements. Those indicating a wish to make an application will be sent an Application Form, either ACCD 11 or ACCL 11, together with guidance notes. For access arrangements relating to disability, parents must complete Form ACCD 11, except in the case of Emergency Access Arrangements, which require Form ACCE 11. For parents making an application on the basis that the first language of their child is neither English nor Irish, Form ACCL 11 should be used.

Applications for Access Arrangements other than Emergency Access Arrangements must be returned to the AQE office on or before 23rd September 2011. In the case of Emergency Access Arrangements, e.g. where a candidate has broken a wrist or encountered some other difficulty after the closing date for Access Arrangements, but before the date of one or more CEA sessions, it is the responsibility of the applicant's parent/guardian to advise the AQE Ltd immediately and to request Form ACCE 11. In situations where it is not practical for parents to submit ACCE 11, and associated evidence, to the AQE Office by 11th November, they are required to contact the AQE office immediately. Office staff should refer the matter to a member of the Access Panel, or Chief Executive, to decide on appropriate arrangements, which may be communicated to the parent by telephone. A written notification should also be sent and in cases where Form ACCE 11 cannot be submitted in advance, it should be completed and returned with the appropriate evidence, after the CEA paper has been taken.

All Access Forms require applicants to indicate their consent to AQE Limited making available the outcome of their application to any post-primary school using the CEA. This information may be required by schools when reviewing special consideration cases.

The Role of the Access Panel

AQE Limited will appoint an Access Panel that will be responsible for deciding on all applications for access arrangements. The decision of the Access Panel will be final.

In the case of access arrangements, once a decision has been made, it will be communicated to the candidate's parent/guardian and to the Designated Officer in the CEA centre in which the applicant will sit the CEA. It is the responsibility of the centre to ensure that the appropriate access arrangements are provided, including those arrangements that require additional staff. It is the responsibility of the Access Panel to liaise with staff in the AQE office in relation to access requirements necessitating modified papers or specialised equipment that may not be available at particular CEA centres.

Access Arrangements

Detailed guidance, given in GS 11 07 1 for parents of children with physical, mental or learning disabilities and in GS 11 07 2 for parents of children whose first language is neither English nor Irish, will be sent out along with the application forms for access. AQE Limited will endeavour, where it can, to make reasonable adjustments not included

in the detailed specifications, where evidence of need can be provided. An application may be submitted for more than one access arrangement for a single candidate.

Where reference is made to a psychologist, this means an educational or clinical psychologist qualified to practise in the U.K. Reference to a doctor means a medical doctor qualified to practise in the U.K.

While the access arrangements and circumstances outlined in GS 11 07 1 and GS 11 07 2 will cover the majority of situations for which an adjustment is possible, it is not an exhaustive or exclusive list. Where possible, the Access Panel is prepared to consider other circumstances and arrangements that may be required to ensure that a candidate is not at a disadvantage.

In considering evidence submitted by parents to support an application for Access Arrangements, the Access Panel will have regard to the extent to which the parents have supplied evidence to demonstrate that the Access Arrangement(s) for which they have applied reflect(s) a candidate's normal way of working.

| Access Arrangement | Circumstances | Evidence |
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| Extra time up to 25% | <p>This may be appropriate if a candidate has:</p> <ol style="list-style-type: none"> 1. learning difficulties; 2. a medical requirement; 3. a physical requirement; 4. a psychological requirement. | <p>Examples of appropriate evidence would be:</p> <ul style="list-style-type: none"> • a psychological assessment carried out during Key Stage 2 at the request of the primary school, by a qualified psychologist; • a current statement of educational need; • an assessment by a medical doctor of physical or medical requirements. <p><i>Where a privately commissioned educational psychologist's assessment is submitted it must be taken during Key Stage 2 and provide a clear diagnosis supported by quantitative statistical evidence</i></p> |

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| Supervised rest breaks | This may be appropriate for medical or psychological reasons. | <p>Examples of appropriate evidence would be:</p> <ul style="list-style-type: none"> • a psychological assessment carried out during Key Stage 2 at the request of the primary school by a qualified psychologist; • a current statement of educational need; • an assessment by a medical doctor of physical or medical requirements. <p><i>Where a privately commissioned educational psychologist's assessment is submitted it must be taken during Key Stage 2 and provide a clear diagnosis supported by quantitative statistical evidence.</i></p> |
| Read Aloud | It may be appropriate to allow a candidate 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>Example of appropriate evidence would be:</p> <p>a letter from the candidate's primary school principal to demonstrate that this is the child's normal way of working in primary school.</p> |
| Word Processor (Supplied by the Centre to be used as a typewriter only. A spell-check facility will not be permitted). | Due to the nature of the CEA, this is likely to be applicable in very limited circumstances, where the candidate has an impairment which renders his/her handwriting illegible and produced at below average speed for his/her age. | <p>Example of appropriate evidence would be:</p> <p>a medical report or evidence from the candidate's primary school principal that this is the child's normal way of working in primary school.</p> |

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| Prompter | This may be appropriate where a candidate has a significant diagnosed condition which causes him/her to lose concentration. This is likely to be applicable in very limited circumstances. | Examples of appropriate evidence would be: <ul style="list-style-type: none"> • a psychological assessment carried out at the request of the primary school, by a qualified psychologist; • an assessment by a doctor of medical requirements; • evidence from the primary school that this is the child's normal way of working in school. |
| Accommodation away from the CEA centre | This should be requested only where a candidate has a psychological or medical condition which prevents him/her from attending a CEA centre but does not prevent him/her from sitting the assessment. | Examples of appropriate evidence would be: <ul style="list-style-type: none"> • a psychological assessment carried out at the request of the primary school by a qualified psychologist; • an assessment by a doctor, of medical requirements. |
| Accommodation suited to pupils 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 candidate's requirements. It is not necessary to complete the "evidence" box on the "Application for Access Arrangements - Disability" form. |
| Coloured overlays | These may be used by a candidate when it represents his/her normal way of working in primary school. These coloured overlays are to be provided by the candidate. | Example of appropriate evidence would be: a letter from a candidate's primary school principal to indicate that this is the child's normal way of working in primary school. |
| Coloured paper | This will be provided by AQE and may be used by a candidate when it reflects his/her normal way of working in primary school. | Example of appropriate evidence would be: a letter from a candidate's primary principal to indicate that this is the child's normal way of working in primary school. |

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| <p>Separate invigilation within a CEA centre</p> | <p>A candidate may be permitted to take the CEA under separate invigilation within a centre, if there is appropriate evidence of significant need.</p> | <p>Examples of appropriate evidence would be:</p> <ul style="list-style-type: none"> • a psychological assessment carried out at the request of the primary school by a qualified psychologist; • an assessment by a doctor of medical requirements; • evidence from the primary school that this is the child's normal way of working in school. |
| <p>Low vision aid Optical character reader scanner</p> | <p>As far as practical this equipment may be used if it reflects a candidate's normal way of working in primary school. These are to be provided by the candidate.</p> | <p>Example of appropriate evidence would be: a letter from a candidate's primary principal to indicate that this is the child's normal way of working in primary school.</p> |
| <p>Scribe</p> | <p>Scribes will only be permitted for candidates who cannot produce written communication by any other means e.g. a word processor.</p> | <p>Examples of appropriate evidence would be:</p> <ul style="list-style-type: none"> • a medical report; • written evidence from a candidate's primary school principal to indicate that this is the child's normal way of working in school. |
| <p>Bi-lingual translation dictionaries. (an electronic dictionary is not permitted).³</p> | <p>This may be appropriate for candidates whose first language is not English or Irish and who have been resident in an English-speaking country for less than three academic years before September 2011.</p> | <p>Evidence which must be submitted with an application: * date of entry into UK and/or Ireland e.g. photocopy from passport; * date of enrolment in Primary School e.g. letter from Primary Principal.</p> |
| <p>Modified and/or Enlarged Papers</p> | <p>These are intended for candidates with moderately poor vision but who can see pictures, graphs and diagrams.</p> | <p>Examples of appropriate evidence would be:</p> <ul style="list-style-type: none"> • a medical report; • written evidence from a candidate's primary school principal to indicate that this is the child's normal way of working in primary school. |

Additional Notes

1. AQE Limited has adopted a policy similar to that expressed in the document, "Access Arrangements, Reasonable Adjustments and Special Consideration" published by the Joint Council for Qualifications with effect from 1/9/08-31/8/09 as that document applies to General Qualifications. The section of this document which sets out particular access arrangements, circumstances, and evidence is based on what is contained in Chapters 2 and 6 of the JCQ document, and reflects those chapters, but adapted for the CEA. AQE Limited acknowledges the ownership of JCQ in the copyright of those parts of the JCQ document adapted for this document.
2. It should be noted that the arrangements set down by JCQ apply to all pupils taking examinations, including pupils with a Statement of Special Educational Needs; the policy adopted by AQE Limited will not apply to pupils with a Statement of Special Educational Needs. The procedure for admitting pupils with a Statement of Special Educational Needs is governed by The Education (Northern Ireland) Order 1996 (Articles 15 and 16) and the Disability (Northern Ireland) Order 2005 (Schedule 1), a position not changed by the Education (Northern Ireland) Order 2006. Therefore, young people with statements of Special Educational Needs will continue to be assessed by Education and Library Boards or the Education and Skills Authority.
3. Bi-lingual translation dictionaries. The candidate must bring his/her own dictionary with him/her on the date of each CEA paper and give it to the person supervising. Supervisors will return the dictionaries to candidates for use in understanding specific words and take them back after the dictionary has been consulted. The name and address of the owner may be written on it, but it should contain no additional marks or writing and should have no additional material inside.