

HOW TO COMPLETE THE FORM 8 APPLICATION

JCQ Regulations require that an application for exam access arrangements be made online in the majority of cases. Access arrangements should be processed online for the following arrangements:

- 25% extra time
- Extra time between 25% and 50%
- Over 50% extra time
- Reader or computer reader
- Scribe/speech recognition technology
- Oral Language Modifier (OLM)
- Practical Assistant

(Note: applications for extra time of more than 25%, practical assistant and for and OLM will be rejected when made online and must be referred directly to the exam boards/awarding bodies).

Where an application is processed online, a Form 8 must be completed. This should be treated as an application form with essential information required. The Form 8 is essentially a working document which summarises all the information regarding the candidate's needs.

Completion of Form 8 Part 1 must:

- be completed either by the SENCO, Specialist Assessor working for the Centre, or a designated access arrangements coordinator
- be completed before an application for exam concessions is made and before a referral for specialist assessment
- paint a history of need and a picture of current need,
- be completed following consultation with the candidate's teachers demonstrating a need for the concession and how it is used
- demonstrate clearly a need for the specific exam concession being applied for
- demonstrate that the candidate is at risk of being placed at a substantial disadvantage if they are not granted the concession, under Equality Act legislation
- make reference to the candidate's IEP/ILP or use within internal exams and tests, where appropriate
- record the candidate's name on every page

Part 1 is a pen portrait of the candidate's needs. The following information should be **gathered together**, where available, **before** it is completed:

- KS2 SATs results
- Screening test results, e.g. CATS, MidYIS
- Comments regarding the candidate's normal way of working in class; you may wish to use the Teacher Questionnaire
- Details of intervention strategies and approaches
- The candidate's IEP/ILP demonstrating the support provided in the past or present
- Comments and observations from support staff, including Learning Support Assistants or Teaching Assistants; you may wish to use the Teacher Questionnaire
- The arrangements made in internal tests, including the use of the concession where it has been applied; you may wish to use the Feedback on Exams Questionnaire



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- The candidate's view and self-reported difficulties, you may wish to use the Student Questionnaire
- Information regarding the diagnosis, such as former assessment reports

Form 8s are not required in the following situations:

- Where there is an EHCP stating clearly the need for access arrangements, supported by evidence
- Where there is a need for a concession due to a psychological, physical, sensory, communication or interaction need which is supported by evidence provided by a specialist in the field
- Applications for modified papers, including Braille. However, different requirements exist according to the exam board and the JCQ Regs should be reviewed on a case-by-case basis

Application for the following access arrangements do not require the completion of a Form 8 or application online through the AAO:

- the use of a word processor/laptop
- supervised rest breaks
- Prompter
- Read aloud
- Sign Language Interpreter
- Alternative accommodation/site
- Bilingual translation dictionaries and 10% extra time

In each case, there must be held evidence on file of the reason for the arrangement being applied and the substantial and long-term impact of any special educational need and/or disability upon the candidate's working.

The following exam concessions do not require an application or evidence to be held on file:

- Separate invigilation within the Centre
- CCTV
- Coloured overlays
- Low vision aid/magnifier
- Amplification equipment
- Colour naming for a candidate who is colour blind
- Coloured paper or enlarged paper
- Optical character reader
- Bilingual translation dictionaries

In addition, the SENCO should make use of the following documents:

Note: there is no requirement to obtain the views of parents or Students, but it is advisable that the Centre consider its own policy of consulting parents' views.



Section 1 consists of three questions:

Part 1/1: What is the candidate's history of difficulties?		
Include the following information:		
	Yes/No	N/A
• The diagnosis or specific areas of difficulty		
• The history of need, such as when the candidate was first diagnosed		
• The support provided in the past, such as at primary school		
• Previous specialist assessment results		
• Any other relevant background information available, such as developmental history provided by parents		

Part 1/2 – What are the candidate's current difficulties in the classroom, tests and examinations?		
This section should be completed in collaboration with those who teach and support the candidate on a daily basis. Include the following:		
	Yes/no	N/A
• Current barriers to learning, e.g. rate of working or reading		
• Comments from the candidate's teachers relating to what they find difficult e.g. finishing work on time		
• Comments from the candidate themselves regarding what they struggle with		
• Comments from any support staff working with the candidate regarding what the candidate finds difficult		
• Information and evidence from internal or previous exams; e.g. struggled to complete exams in the time allocated		

Part 1/3 – What support and adjustments are in place in the classroom, tests and examinations?		
Provide details of what the candidate needs in order to overcome their substantial barriers to learning. The support provided in exams must reflect the differentiated and tailored support provided within the classroom. This section needs to be completed in collaboration with teachers and support staff. Include:		
	Yes/no	N/A
• Notes and comments from teachers regarding what they do differently to support the candidate (e.g. allow longer to complete a task)		



• Notes and comments from support staff (e.g. usually reads the question for the candidate)		
• Notes and comments from the candidate themselves (e.g. usually uses a laptop)		
• Evidence of support provided in recent tests/exams (e.g. used all the extra time provided)		
• Any other support which is regularly provided (e.g. always needs to stop and have a break after 20 minutes)		

Part 1/4 – Any other relevant information:		
Include any other information which has not been included elsewhere, for instance:		
	Yes/no	N/A
• Previous diagnostic assessment results		
• Any screening and/or SATs results		
• Any comments from students or parents		
• Any other information from specialists, such as occupational therapy		

Completion of Form 8 Part 2:

Following completion of the Form 8 Part 1, the candidate will need an updated assessment by the specialist assessor for the Centre. The specialist assessor **must** complete the Form 8 Part 2, after Part 1 has been completed and following the specialist assessment. The assessor must sign and date this part of Form 8 before handing back to the SENCO to complete Part 3. The criteria for completing Part 2 is outlined within the JCQ Regs. and state that:

- All assessments must be **appropriate** for the assessment criteria itself, e.g. assessment of reading speed must be a timed assessment of continuous script or prose, not single words
- All assessments must be the **most recent editions** of the tests which are nationally standardised
- The candidate must be **within the age-limits** of the test
- The assessor must be **qualified to Level 7** (or equivalent) in assessment
- The assessor must **conduct all the tests themselves** in a one-to-one environment
- The assessor must **sign and date the Part 2** themselves
- The assessor **cannot use previous test results** by a previous assessor to complete Part 2
- The assessor **cannot be a student** studying for an assessment qualification; they must already be qualified
- Where a test has been discontinued or abandoned, test scores must not be quoted
- Screeners can only be used for supporting evidence,

- The assessor must uphold the integrity of the assessment process and conduct the tests with integrity and honesty according to their published criteria

Completion of Form 8 Part 3:

Following assessment, the assessor must consult with the SENCO to discuss the assessment results and any observations and recommendations as an outcome.

Once Parts 1 and 2 are completed, Part 3 is completed by the SENCO or assessor working in the Centre, which states the access arrangements to be applied for.

The SENCO must sign and date the whole Form 8.

Additional Information/other relevant information

There is opportunity to add additional evidence and information. Include here any other evidence, which has not been provided elsewhere. For instance, the assessor may include assessment results of other assessments which have taken place, which may support the application. They may also record observations made during the assessment process.

Further information:

Form 8s can roll forward for Year 12/13, but a new application has to be made and the details on the Form 8 need to be correct. Additional evidence is required as supporting evidence and can be added to the Form 8.

The candidate themselves must complete a **Data Protection Notice**, which must be held on file before the application is made online.

Once the application has been processed online, it is worth considering making parents and the candidate themselves aware of the award of access arrangements.

All staff should be informed of the access arrangements which are awarded to candidates, in order for staff to provide them within internal tests and exams.

Where a candidate is considered to need an access arrangement, but decides not to take it, it is worth considering asking the candidate to sign a disclaimer to this effect.

Subject-specific arrangements should be considered, hence a database of each arrangement for each subject should be held.

Where an access arrangement has never been used, careful consideration needs to be made regarding whether the candidate actually needs the arrangement.