

Common Entrance Assessment (CEA): (GS 18 07 1)

Guidance for Parents of Children who possess any physical, learning or medical impairment

These guidance notes are for parents/guardians who have ticked the box on the Registration Form to indicate that their child has a learning difficulty or any other physical, mental or medical impairment.

AQE Limited is committed to making reasonable adjustments before the CEA takes place, to enable children to sit the CEA, where a child has a learning difficulty or any other physical, mental or medical impairment as set out in the guidance notes on the Registration Form.

AQE Limited has established an Access Panel which will consider applications, with accompanying evidence from parents, and will decide on access arrangements that may be appropriate. The decisions of the Access Panel will be final. It is possible for parents/guardians to apply for more than one access arrangement.

Applications for Access Arrangements (form ACC/18 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 must be returned to the office on or before Friday 7th September 2018.

While the access arrangements and circumstances outlined below will cover the majority of situations for which an adjustment is possible, it is not an exhaustive or exclusive list. In exceptional circumstances 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. 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**).

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 regard to the evidence which parents/guardians have supplied to demonstrate that the Access Arrangement(s) for which they have applied reflect(s) a child's normal way of working in school.

Access Arrangement	Circumstances	Evidence
Extra time up to 25%	<p>This may be appropriate if a child 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 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 up to the end of Primary 6; • 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 a clear diagnosis supported by quantitative statistical evidence.</i></p>
Supervised rest breaks	<p>This may be appropriate for medical or psychological reasons.</p>	<p>Examples of appropriate evidence would be:</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 up to the end of Primary 6; • 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 a clear diagnosis supported by quantitative statistical evidence.</i></p>
Invigilator to prompt candidate to stay on task	<p>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.</p>	<p>Examples of appropriate evidence would be:</p> <ul style="list-style-type: none"> • a psychological assessment carried out by a qualified psychologist 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 up to the end of Primary 6; • 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 a clear diagnosis supported by quantitative statistical evidence.</i></p>

<p>Separate invigilation within a CEA centre</p>	<p>A child may be permitted to take the CEA under separate invigilation within a centre, if there is appropriate evidence of significant need.</p> <p>Separate invigilation means a room with fewer children present.</p> <p>Only in very limited circumstances can individual invigilation be considered.</p>	<p>Examples of appropriate evidence would be:</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 a child's primary school signed or countersigned by the principal that this is the child's normal way of working in school up to the end of Primary 6; • 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 a clear diagnosis supported by quantitative statistical evidence.</i></p>
<p>Accommodation suited to a child with limited mobility</p>	<p>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.</p>	<p>An explanation by the parents of the child's requirements. It is not necessary to complete the "evidence" box on the "ACC/18" form.</p>
<p>Accommodation away from the CEA centre</p>	<p>This should be requested only where a child 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.</p>	<p>Examples of appropriate evidence would be:</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>Coloured overlays</p>	<p>These may be used by a child when it represents his/her normal way of working in primary school. These coloured overlays are to be provided by the child's parents/guardians.</p>	<p>Example of appropriate evidence would be:</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 up to the end of Primary 6.
<p>Coloured paper</p>	<p>This will be provided by AQE and may be used by a child when it reflects his/her normal way of working in primary school.</p>	<p>Example of appropriate evidence would be:</p> <ul style="list-style-type: none"> • a letter from a child's primary school signed or countersigned by the principal to indicate the colour of paper used and that this is the child's normal way of working in school up to the end of Primary 6.
<p>Aids for a visual impairment</p>	<p>Visual aids may be used if it reflects a candidate's normal way of working in primary school. These are to be provided by the child's parents/guardians.</p>	<p>Example of appropriate evidence would be:</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 up to the end of Primary 6; • an assessment of the child's medical requirements a doctor, medical or other relevant professional.

<p>Enlarged Papers</p>	<p>These are intended for children with moderately poor vision but who can see pictures, graphs and diagrams.</p> <p>Please note that the papers will be provided in A3 format, one sided pages with a staple to the top left corner.</p>	<p>Examples of appropriate evidence would be:</p> <ul style="list-style-type: none"> • written evidence 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 up to the end of Primary 6; • an assessment of the child's medical requirements by a doctor, medical or other relevant professional.
<p>Scribe <i>(An adult approved by AQE who will write for the child in the assessment)</i></p>	<p>Scribes will only be permitted in very limited circumstances for children 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"> • written evidence 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 up to the end of Primary 6; • an assessment of the child's medical requirements a doctor, medical or other relevant professional. • a medical diagnosis of dysgraphia
<p>Word Processor <i>(to be approved by AQE Ltd).</i></p>	<p>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>	<p>Example of appropriate evidence would be:</p> <ul style="list-style-type: none"> • a medical report or evidence from the child's primary school signed or countersigned by the principal that this is the child's normal way of working in school up to the end of Primary 6.
<p>Child to read aloud</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. This will only be granted in exceptional circumstances.</p>	<p>Example of appropriate evidence include:</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 up to the end of Primary 6. • a psychologists report/diagnosis stating the need for reasonable adjustment.