Kirkcudbright Academy

Additional Assessment Arrangements

Updated 10/24

Introduction

SQA Assessment Arrangements allow candidates who are disabled and/or who have been identified as having additional support needs the appropriate arrangements to access the assessment without compromising its integrity.

Kirkcudbright Academy has a responsibility to ensure that our candidates are entered for qualifications at the right level, given his or her general level of ability and attainment.

Assessment arrangements are designed to enable access to an assessment.

Candidates for whom assessment arrangements are requested should potentially have the ability to achieve the national standards, but be unable to do so using the published assessment arrangements for the particular qualification.

The aim of these guidelines is to:

- support the school in using the assessment arrangements that are approved by the SQA for those candidates identified as having additional support needs and/or disability.

- to provide a more uniform approach to supporting pupils with their national assessments across Kirkcudbright Academy.

- to provide guidance on how to collect, consider and present the evidence of an additional support need that would benefit from assessment arrangements.

- to provide robust quality assurance at all stages throughout the process.

Roles and Responsibilities

The following members of staff have a clear and distinctive role in the process:

1 Subject Teacher

2 Pupil Support Teacher

3 Principal Teacher (Support)

4 Faculty Head/Principal Teacher (Subject)

5 Senior Manager/Depute Head Teacher responsible for SQA arrangements

These roles are complementary e.g.

- Pupil Support staff can provide evidence that the candidate has an additional support need and/or disability.
- In almost all cases, subject teachers will provide evidence that a candidate needs particular assessment arrangements in their own subject.
- The Senior Manager responsible for SQA arrangements and AA, or delegated person, will be responsible for overseeing the final verification process.

Candidates and parents/carers should be involved throughout, where appropriate, with the exception of the verification meeting.

3 The Quality Assurance Process

As per SQA guidelines regarding the school's internal quality assurance procedures, prior to authorising an Assessment Arrangement Request (AAR), the school needs to:

1 provide evidence that the candidate has a disability or additional support needs and how this affects the learning and teaching situation.

2 provide evidence of the need for a particular arrangement.

3 provide evidence of confirmation from the candidate that he/she has agreed to the assessment arrangements and is intending to use them.

4 undertake a verification process.

These four stages are now described in more detail. Guidance is also provided in the event of non-compliance of a pupil and / or parent/carer and the need for a late request.

3a Evidence that the candidate has a disability or additional support need and how this affects the learning and teaching situation

Responsibility of the support teacher: completion of Form 1

This evidence will already exist in schools. It will show that the nature and degree of disability or additional support needs has been assessed and the impact it has on learning and assessment. The form the evidence takes, and its location within the school, can be recorded on Form 1.

SQA guidance says that some of this evidence will come from subject teachers and specialist teachers within the school. There may also be information from a range of other professionals (e.g. visiting teaching and support services, therapists, doctors and psychologists).

Examples of the evidence will include:

- Consultations between subject teachers and Support for Learning teachers
- Details of current support and on-going assessment arrangements
- Information provided by subject teachers (submitted on Form 2)

In addition, as appropriate:

- Reports
- Assessments
- Minutes of meetings
- Notes of case conferences

This evidence may exist in summary form in:

- Additional Support Plans (ASP)
- Coordinated Support Plans (CSP)

Form 1 is a summary document. It is a list of the evidence held within schools; evidence that can be brought forward for quality assurance purposes and in the event of being audited by SQA.

3b Evidence of the need for a particular assessment arrangement in specific subjects

Responsibility of the subject teacher: completion of Form 2 (Appendix B)

The school needs to provide evidence of the candidate's need for a particular arrangement.

The fact that the candidate has a disability and/or additional support need is not sufficient on its own. The school must also show that it has impacted on learning in the classroom and that the candidate is 'at a substantial disadvantage' and needs an adjustment to the usual assessment arrangements.

For some candidates this will be obvious, for example a candidate with cerebral palsy who needs to use specialised ICT. These assessment arrangements will already be part of how the subject is taught and how the candidate's learning is assessed.

In the area of specific learning needs the issues around 'need' may be less clear. This should be clarified by considering the following key question -

Is the candidate disadvantaged without an assessment arrangement?

Subject teachers will need to establish and record the most appropriate assessment arrangement. This will usually be done in consultation with support staff.

Form 2 can be used to record the assessment arrangement. It should be copied to the PT Support for Learning who may also request a sample of the pupil's work.

Examples of evidence

Examples of evidence to support the need for an assessment arrangement could come from:

- support required on an ongoing basis: additional support required in class
- samples of work which should be clearly annotated to indicate the support provided
- class tests, assignments, etc

A number of assessments could share some common features. For example an English paper and a History paper might both require extended reading. If the evidence is clear that a candidate needs a reader in English, it is likely that he or she also needs a reader in History.

Gathering evidence

It is necessary for each department requesting assessment arrangements for their candidates to have evidence of need for **current** support and how it is met.
An evidence file, for each candidate, should contain:

- Form 2

- Clearly annotated samples of work with and without support

This evidence file can be used for quality assurance purposes and must be kept safely throughout a candidate's time at school. It should be available at the time of the verification meeting and for any SQA audit.

Responsibility of the Principal Teacher/Faculty Head: countersign Form 2

The PT/FH should ensure that the subject teacher within his/her department has completed Form 2 for all those learners who require assessment arrangements and countersign as confirmation of appropriate assessment arrangement.

The PT/FH should confirm with the PT SfL that evidence files are up to date. He/she may find it useful to complete Form 5 which enables the recording of all assessment arrangements for the subject on one document.

3c Evidence of confirmation from the candidate that they have agreed to the assessment arrangements and are intending to use them

Responsibility of the PT Support, Parent/Carer and Pupil: completion Form 3

Schools should have evidence of confirmation from the candidates that they have been involved in discussions about, and have agreed to, the assessment arrangements being requested on their behalf and that they intend to use them.

Form 3 is an example of a template and letter which will be sent to the candidate and their parents or carers, or discussed with them. It sets out the assessment arrangements the school would like to make and asks the candidate to confirm that he/she will use them.

3d Verification evidence

Responsibility of the Senior Manager responsible for SQA arrangements and AAR: completion of Form 4

The verification meeting must be chaired by an impartial person not directly involved in supporting the pupils e.g. the senior manager responsible for SQA arrangements and assessment arrangements.

Form 4 is the record of the verification meeting and is adapted from SQA's own pro-forma. It verifies the evidence available and should be signed by the chairperson and, in best practice, the school's educational psychologist.

Non compliance by pupil and/or parent/carer

Evidence should be kept of a pupil's refusal to agree to a recommended assessment arrangement. Where a parent fails to sign Form 3, this should also be annotated on the form.

Late requests

Late requests for assessment arrangements require the same verification processes, although on occasion this may be retrospective. In some instances, there may be a requirement for medical evidence.

As in Section 3 (c), Form 3 may be personalised and sent to the candidate and their parents or carers, or discussed with them. It sets out the assessment arrangements the school would like to make and asks the candidate to confirm that he/she will use them.

Form 1

To be completed by the support teacher.

Evidence that the candidate has a disability and/or additional support need.

Name		**Date**	
Disability and/or additional support need			

Type of Evidence	**Location**
A history of support for learning in school	
Consultations between subject leaders and specialist teachers	
Current support offered in school	
Involvement of other professionals (e.g. visiting teacher support services, therapists, doctors, psychologists)	
Assessment arrangements have been used in internal or previous examinations (Assessment Support Sheet)	
Reports, assessments, minutes of meetings and case conferences	
Other	

Additional Information/Comments			
Signed		**Date**	

Form 2a

To be completed by the subject teacher; countersigned by the PT/FH.

Evidence of the need for a particular assessment arrangement

Subject teachers should establish and record the most appropriate assessment arrangement in consultation with support staff.

Name		**Subject**		**Date**	

Disability and/or additional support need

Type of activity (e.g. class work, test, homework, folio and NAB)

Arrangement used	**Tick**	**Arrangement used**	**Tick**
Reader		Practical assistance/helper	
Scribe		Adjustment to Units: alternative interpretation of an outcome	
Extra time/Rest Break		Adjustment to Units: omission of an element	
Separate accommodation		ICT: Word Processing	
Calculator		ICT: Screen Reader	
Using a prompter		ICT: Voice Recognition	
Transcription (without corrections)		Digital format	
Transcription (with corrections)		Tape recording	
Bilingual dictionary		Other	
Adaptations to support visual impairment		**Adaptations to support hearing impairment**	
Enlarged print		Technological aid that amplifies sound	
Paper in specific colour		Live presentation of taped material to allow lip-reading	
Coloured overlays		Signing questions to the candidate	
Braille paper		Candidate signs response with translation or transcription	
Raised diagrams			

Is the candidate placed at a substantial disadvantage without an assessment arrangement? Yes/No Please comment on the outcome or impact of the arrangements:

Signed Class Teacher		**Date**	
Signed PT/FH		**Date**	

Form 2b Assessment Support Summary

To be completed by the subject teacher and Pupil Support Teacher

Evidence of impact of the assessment arrangement

Subject teachers should evaluate and record the most appropriate assessment arrangement in consultation with support staff.

Name		**Subject**		**Date**	
Assessment Date			**Period**		
ASL Assistant					
Support Need					
Assessment Attached					**Y / N**
Signed Class Teacher			**Date**		

Arrangement used	**Tick**	**Arrangement used**	**Tick**
Reader		Practical assistance/helper	
Scribe		Adjustment to Units: alternative interpretation of an outcome	
Extra time/Rest Break		Adjustment to Units: omission of an element	
Separate accommodation		ICT: Word Processing	
Calculator		ICT: Screen Reader	
Using a prompter		ICT: Voice Recognition	
Transcription (without corrections)		Digital format	
Transcription (with corrections)		Tape recording	
Bilingual dictionary		Other	
Adaptations to support visual impairment		**Adaptations to support hearing impairment**	
Enlarged print		Technological aid that amplifies sound	
Paper in specific colour		Live presentation of taped material to allow lip-reading	
Coloured overlays		Signing questions to the candidate	
Braille paper		Candidate signs response with translation or transcription	

Comment on impact of Arrangements:

Form 3a

To be completed by the PT Support, Parent/Carer, Pupil.

Evidence of confirmation from the candidate that they have agreed to the assessment arrangements and are intending to use them.

School Name	

SQA Assessment Arrangement Request (AAR)

Session date:	

Candidate:		Class:	
Candidate No		D.O.B:	
Additional Support Need:			

Subject	Level	Type of Adjustment

I confirm that I agree/do not agree to the application for the arrangements detailed above through the SQA AAR system.

I intend/do not intend to use these arrangements in the SQA exams.

Signature		**Date**	

Pupil	
Parent	
Pupil Support	

Form 3b

Agreement of candidate and parent/carer to the assessment arrangement.
Print on headed notepaper.

Dear Parent/Carer,

Recent assessment data would indicate that your son/daughter may benefit from having assessment arrangements in the forthcoming SQA examinations.

To qualify for assessment arrangements, the pupil has to demonstrate that having these arrangements would make a substantial difference to their results. Subject teachers, the SQA coordinator and educational psychologist would be involved in verifying an application to submit a request through the Assessment Arrangements Request (AAR) system to the SQA.

If you have concerns, please do not hesitate to get in touch with me at the school. Please complete the form and return it to me at the above address.

Yours sincerely

PT Name
Principal Teacher - Pupil Support (Learning)

.....

I give permission for PT Name to gather further information from subject teachers and discuss the arrangements with the SQA coordinator and educational psychologist.

I agree to any relevant details of my son/daughter's disability/support need being disclosed to SQA.

Pupil Signature		**Date**	
Pupil Signature/Carer Signature		**Date**	

Form 4

Record of Verification Meeting

Centre:	
Session:	
Personnel Present:	

We are satisfied that the school has evidence that:

The candidates detailed overleaf have a disability and/or additional support needs;
The candidates are at a substantial disadvantage under normal assessment arrangements;
The assessment arrangements being requested are required.

Signature of chairperson:	
Signature of educational psychologist:	
Date of the verification meeting:	

It was agreed that the following candidates will require further investigation/evidence prior to final verification:

Candidate	Date Of Birth	Candidate Number

Form 4

Verification meeting - candidate details

Candidate	Date Of Birth	Candidate Number

Form 5

This should be completed by the PT/FH to provide a summary of departmental arrangements.

School Name

Additional Support Needs
SQA Assessment Arrangements Request session date

Subject:

Candidate	Level	Arrangement

I confirm that the arrangements above reflect the candidates' normal way of learning and producing work. Candidates detailed above potentially have the ability to achieve the national standards, but are unable to do so using the published assessment arrangements for this particular subject.

Signature of Principal Teacher/Faculty Head

Date

Appendix A

Guidance for Support for Learning staff in the management of assessment arrangements

- Timeously inform subject teachers or class teachers of candidates who have a disability and/or additional support need and who may need additional support with assessments. Discuss most appropriate support.
- Liaise with subject staff or class teacher about learners who may have emerging needs, establish evidence of a disability and/or additional support need and investigate assessment arrangements that may be required.
- Set up Support for Learning record of evidence of assessment arrangements.
- Collect evidence of disability and/or additional support need for Form 1- *'Evidence that the candidate has a disability and/or additional support need'* or equivalent.
- Ensure subject teachers have Form 2 – *'Evidencing the need for particular assessment arrangements'* or equivalent for candidates sitting SQA examinations.
- Liaise with subject PT/FHs to make sure evidence files are up to date.
- Review the impact of support following an assessment and note any adjustments that may be required.
- Liaise with parents and candidates to confirm assessment arrangements for SQA examinations – issue and collect Form 3 *'Evidence of confirmation from the candidate that they have agreed to the assessment arrangements and are intending to use them'* or equivalent.
- Complete Form 4 *'Verification Evidence'* or equivalent, prior to verification meeting.
- Attend verification meeting arranged by school - attended by senior manager responsible for SQA arrangements and AA, educational psychologist and Support for Learning teacher.
- If this first verification meeting identifies that further evidence is required for individual candidates, collate further evidence for a second verification meeting.
- Complete Form 4 *'Verification Evidence'* or equivalent, for remaining individual candidates.
- Attend a second verification meeting if appropriate.
- Liaise with appropriate school personnel, timeously, to complete AAR for SQA.
- Liaise with senior manager and chief invigilator as appropriate regarding assessment arrangements.
- Ensure when candidate leaves school the evidence file and record of evidence are retained for five years in case there is a query by a parent/carer or candidate.

Appendix B

Guidance for Principal Teachers/Faculty Heads and subject/class teachers in the management of assessment arrangements

- Promote and facilitate equality of opportunity for all candidates in assessments.
- Encourage candidates to work towards independence in assessments wherever possible.
- Liaise with Support for Learning staff about the most appropriate assessment arrangements for identified candidates.
- Investigate and liaise with Support for Learning staff about candidates who have emerging support needs on the most appropriate assessments arrangements.
- Ensure the candidate is familiar with and has the opportunity to practise using assessment arrangements in your subject.
- Review arrangements following an assessment and note any adjustments that may be required for future assessments.
- Set up and maintain an evidence file for each candidate of assessment used, or support given, and keep available for verification and moderation for one year following national assessment.
- Complete Form 2 *'Evidencing the need for particular assessment arrangements'* or equivalent for each SQA candidate who requires one.
- Principal Teachers/ Faculty Heads should complete Form 5 which enables the recording of all assessment arrangements for their subjects on one document.
- Ensure that information and evidence files about candidates with assessment arrangements are passed onto new subject teachers.
- Ensure when candidate leaves school, the evidence file is given to Support for Learning/Pastoral Care to be put in the candidate's Education Record in the event of moderation or future enquiry.

Appendix C

The Quality Assurance Calendar

Month	Process
August/September	PT Support for Learning provides recommended strategies for pupils S1-S6. (Confidential Info Booklet) ASL Liaison sheets completed with classroom teacher.
September	Subject departments invited to identify assessment arrangements using Form 2.
October/November	Principal Teachers of Support for Learning/subject departments discuss assessment arrangements. (If required)
November/January	PT Support for Learning discusses assessment arrangements with students (S4-S6). Initial School Verification meeting (S1-S6)
February	Assessment arrangements (S4/5/6) evaluated following mock exams, new assessment arrangements discussed. Students and parents sign agreements, using Form 3
March	Verification Meeting (S4-S6). Record on Form 4 Deadline for input in SQA AAR system.

It is recommended that the events in this timeline are incorporated into the school's own Quality Assurance calendar.