THE HART SCHOOL
Creative Education Trust

Procedures to check Centre Specialist Assessor & Assessment Process

2026/27

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Jude Mahon – Vice Principal	
Date of next review	September 2027

The Hart School

Procedures to check the qualifications of a specialist assessor and the correct administration of the assessment process

Access arrangements are the responsibility of the SENCo, directed by the Principal. Access arrangements for exams need to be conducted by a member of staff who processes the relevant qualifications in accordance with JCQ guidance **or** indeed a qualified person may be bought in. The SENCo can direct appropriate staff to be part of the assessment process, i.e. those with appropriate qualifications as cited in JCQ document *Adjustments for Candidates with disabilities and learning difficulties: Access Arrangements and Reasonable adjustments 2025 - 2026*.

A Specialist Assessor is

- A specialist teacher with a **current** SpLD Assessment Practising Certificate; or
- An appropriately qualified psychologist registered with the Health and Care Professionals Council

All Specialist Assessors must

- Have a thorough understanding of the **current** annual edition of the JCQ publication, Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved. This is reviewed and updated annually by JCQ.
- Be familiar with the Equality Act 2010 (although it is not their role to determine what is a 'reasonable adjustment', but rather to help identify access arrangements that might assist the candidate).
- Hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties, for example:
    - a current SpLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website
    - An appropriately qualified psychologist registered with the Health & Care Professions Council.

In addition to these categories, other educational professionals may conduct Access arrangements assessments if they meet the following criteria.

They must hold a post-graduate qualification in individual specialist assessment at or equivalent to Level 7 which must include training in all of the following:

- The theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals

- the appropriate use of nationally standardised tests for the age group being tested

- The objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered

- The appropriate selection and objective use of cognitive tests including tests of verbal and non-verbal ability and wider cognitive processing skills

- The ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional.

For notification on the qualifications our specialist assessors that we use hold, copies of qualifications are held on file and also submitted via *Access Arrangements online*.

Formal Access Arrangement testing
Formal assessments are conducted early in the Spring term of Year 9.
Students qualifying for these formal assessments are determined by specified indicators following screening. Students with a statement would automatically qualify for a need matched Access arrangements screening and the formal assessment is a staged process:

Stage 1: Early Screening

• Access reading test
• Diagnostic reading analysis
• Dyslexia portfolio (processing cluster, Literacy cluster, digital recall, free writing)
• WRAT EXPANDED

A report is produced by the SENCo highlighting the key elements including History of Need and screening outcomes.

Stage 2: Formal Testing

Spring and Summer Term of Year 9
Depending on outcomes of screening formal assessments are conducted to confirm access arrangements for exams. Assessments are carried out by qualified specialist teachers. No one assessment can be submitted as evidence. Assessments may include:
WRAT (WIDE RANGE ACHIEVEMENT TEST)
WRIT (Wide range intelligence test)
CTOPP (processing)
DASH
PhAB

TOMAL-2
YARC Secondary
Access Reading Comprehension test
Detailed Assessment of Speed of Handwriting (DASH)
British Picture Vocabulary Scales (2&3)
Comprehensive Test of Phonological Processing 2 (CTOPP)
Phonological Assessment Battery

The tests that the Specialist Tester uses are replaced/upgraded periodically in line with current practice.

Stage 3: Formal application for Access Arrangements for examinations/assessments

The outcome of the assessments are recorded and summarised on the pupil profile sheet by the assessor. Completed forms are then passed to the SENCo as evidence for online submission.