

7.3 Appointment of assessors of candidates with learning difficulties

1. An access arrangements assessor who has successfully completed a postgraduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment - Courses which are accredited at AMBDA or APC Level would meet this requirement, as would post-graduate courses at or equivalent to Level 7 which provide a qualification in access arrangements assessment.

2. A specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by BDA, the Dyslexia Guild or Patoss and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments;

3. An appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.

All assessors must:

- Have a thorough understanding of the current edition of the JCQ publication Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved;
- 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);
- Either hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties or be a HCPC registered psychologist.

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An external assessor should have an established working relationship with the centre or, before an assessment, establishes a relationship with the centre.

A privately commissioned assessment carried out without prior consultation with the centre **cannot** be used to award access arrangements and **cannot** be used to process an application using Access arrangements online. The SENDCo must provide the assessor with at least a 'skeleton' Section A of Form 8 prior to the candidate being assessed (Section C of Form 8).

Where a privately commissioned report, or a report from an external professional, is rejected by a centre, the head of centre or a member of the senior leadership team should provide a written rationale supporting their decision to the parent/carer.