



## Langley Park School for Boys

### Process to check the qualifications of the centre's specialist assessor and that the correct procedures are followed for the assessment process 2025/26

#### **The head of centre is responsible for:**

- the quality of the access arrangements/reasonable adjustments process within their centre; and
- the appointment of assessors, checking the qualifications of those assessing candidates (e.g. photocopy of certificate or printout of screenshot of HCPC or SASC registration)

Heads of centre **must** satisfy themselves that a professional does have the required level of competence and training.

The professional **must** present evidence of successful completion of a post-graduate course in individual specialist assessment at or equivalent to Level 7 or a printout of a screenshot of HCPC or SASC registration.

#### **The head of centre will appoint:**

- an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment<sup>†</sup>. An access arrangements assessor may conduct assessments to be recorded within Part 2 of Form 8; **and/or**

(<sup>†</sup>The reference to at least 100 hours relating to individual specialist assessment would include lecture, seminar and tutorial time, study time, assessment time and time spent completing assignments. 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.)

- a specialist teacher 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 Part 2 of Form 8 and where necessary undertake full diagnostic assessments; **and/or**
- an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Part 2 of Form 8 and where necessary undertake a full assessment.

If a candidate has a private specialist assessment which might give rise to access arrangements, LPSB must have a written agreement in place with the assessor in advance of any assessment. See Appendix A agreement template.

The above is in line with [JCQ Access Arrangements and Reasonable Adjustments 2025/26](#), 7.3 Appointment of assessors for candidates with learning difficulties regulations.

Name	Role	Qualification	Level	Copy of certificate held on file with SENCO & Exams Officer
Karen Roberts	Access Arrangement Assessor & Literacy Teacher	Certificate of Psychometric Testing Assessment & Access Arrangements (CPT3A)	Equivalent to Level 7	Yes
Richard Guy	Deputy Head Teacher	Postgraduate Certificate in SEN Co-ordination and National Award for SEN Co-ordination	HE Level 7	Yes
Lee Game	SENCo	Postgraduate Certificate in SEN Co-ordination and National Award for SEN Co-ordination	HE Level 7	Yes

*This form should be placed on school/college headed paper*

## **Examination Access Arrangements Agreement between Centre and Assessor**

**Name of Centre:** XXX

**Name of Assessor:** XXX

**Assessor's Qualification:** XXX

The centre is 'buying in' XXX's services as an assessor to carry out access arrangements assessments for pupils with learning difficulties.

\*The headteacher is satisfied that XXX has an appropriate qualification to assess and evidence of the qualification is on file for inspection purposes.

\*\*The headteacher is satisfied that XXX is maintaining knowledge of the JCQ regulations as they are updated each year and of current assessment tools.

The assessor, XXX, liaises with the SENCo (or an equivalent member of staff) and assesses candidates in light of their history of need and provision.

**Name of Head of Centre:**

**Signature of Head of Centre:**

**Date:**

\*It may be appropriate to attach a copy of the assessor's qualification certificate or a screenshot of their entry on the relevant website.

**\*\*Assessors should consider how to provide evidence that they have maintained knowledge of current JCQ regulations and recently published assessment tools, e.g. certificates of attendance at courses or pass certificates from relevant assessments.**