

ENTRANCE ASSESSMENT

ACCESS ARRANGEMENTS & SPECIAL CIRCUMSTANCES POLICY

1. What are Access Arrangements and Special Circumstances?

The Access Arrangements and Special Circumstances Guidance Relating to Children who are Eligible for Adjustments in Examinations are designed to facilitate access to or help for children who have particular requirements, which are set out in two categories:

a. Access Arrangements – which are approved before or at the time of the assessment and are intended to allow attainment to be demonstrated. An example of an Access Arrangement would be the provision of an enlarged paper for a child with a visual impairment.

b. Special Circumstances – which may be given following the assessment to ensure that a child with a temporary illness, injury or indisposition at the time the assessment was conducted is given some recognition of the difficulty he/she faced. Clearly, any Special Circumstances provision granted cannot take away the difficulty the child has faced and can only be a relatively minor adjustment to ensure that the integrity of the overall standard of the assessment is not compromised. Though parents are required to register their initial claim for Special Circumstances at the time of the assessment, the claim is only considered at the time of application to the school through the ELB/ESA Transfer Process.

2. The Disability Discrimination Act and Responsibilities

In respect of the Entrance Assessment for entry to Year 8, we are committed to ensuring that children are protected under the terms of the Disability Discrimination Act 1995, Disability Discrimination Code of Practice for Schools and the Special Educational Needs Disability Order (NI) 2005, by making reasonable adjustments, if appropriate, to the process of internal organisation and arrangements for conduct of the assessment. A child does not necessarily have to be disabled (as defined by the DDA 1995) to be allowed an access arrangement.

Arrangements are intended to increase access to assessments but cannot be granted where they will directly enhance performance in the skills that are the focus of the assessment. Access arrangements are there to give all children a level playing field on which to demonstrate their skills.

Every application will be considered on its own merit and its own particular facts. Applications must, therefore, be evidence-based. Children requiring special access arrangements must be assessed by a suitably qualified person to ensure that the access arrangements which are approved provide the child with the necessary assistance to complete the assessment but do not result in the child gaining an unfair advantage. It is the responsibility of the parent/guardian to provide written evidence to the assessment centre of all tests conducted in support of the claim for access arrangements and to incur the costs of providing such evidence. No provision of access arrangements can be made by the assessment centre without such supporting evidence.

Each assessment centre will appoint a panel to consider requests for special access arrangements. During the Transfer Process, each Board of Governors will be responsible for assessing applications for Special Circumstances.

3. Access Arrangements & Special Circumstances -Who can conduct assessments?

Private or ELB Educational Psychologists, Clinical Psychologists or teachers (known as 'Specialist Teachers') holding an approved qualification on the list provided (Appendix 2). Registered and practising family doctors, hospital consultants and dentists will be required to provide written evidence of medical/dental emergencies and treatment.

Most assessments are carried out by educational psychologists. There are cases where a clinical or occupational psychologist might have been medically responsible for the child and their reports will also be accepted. If a psychologist is supporting the claim, assessments must have been carried out by the psychologist, or by another qualified psychologist whose work must be appropriately attributed by the psychologist signing the assessment. Psychologists may not sign off assessments carried out by a teacher. If a specialist teacher is signing the form, assessments must have been carried out by the specialist teacher signing the assessment and the teacher must have appropriate qualifications to enable him/her to make such a judgement based upon nationally approved tests conducted by that same teacher. (Appendix 2)

4. Access arrangements

4.1 Children's Needs

Access arrangements are made on the basis of an individual child's needs. Some children may have a number of the needs set out below which means that they are likely to require a range of access arrangements. The exemplars given are therefore not exhaustive. However, the decision of the assessment centre in respect of all such requests for access arrangements must be regarded as final.

4.1.1 Communication and Interaction

Children with communication and interaction difficulties may have problems with written communication skills. They may need extra time to demonstrate written communication skills. They may need, in particular circumstances, to have the assistance of a scribe to write for them or a Sign Language Interpreter.

4.1.2 Cognition and Learning

Children with learning difficulties may require extra time for timed assessments.

4.1.3 Sensory and Physical Needs

Children with sensory and physical needs may require extra time and/or a scribe. They may require papers with modified print or colour. They may require a practical assistant, or adaptations to equipment or furniture.

4.1.4 Behavioural, Emotional and Social Needs

Children with behavioural, emotional and social needs may require supervised rest breaks, separate invigilation or alternative accommodation arrangements. Where children also have learning difficulties, they may require extra time and, in the case of a more severe impairment, a scribe.

5. Making an application for Access Arrangements

All applications for Access Arrangements must be submitted to the assessment centre no later than the end of the registration period. If the child has learning difficulties, the assessment centre will consider the needs of the child based on one of the following documents:

- a Statement of Special Educational Needs relating to primary education at Key Stage 1 or 2 which has reached the stage where an assessment has been carried out by the ELB educational psychologist;
- a Psychological Assessment carried out by a qualified psychologist confirming learning disability during the primary school period at Key Stage 1 or 2 and taking account of standard educational psychology tests such as WISC UK 4. WORD or Weschler Individual Achievement Test;
- an assessment confirming learning disability during the primary school period at Key Stage 1 or 2 carried out by a specialist teacher qualified to do so and taking account of standard educational psychology tests such as WISC UK 4. WORD or Weschler Individual Achievement Test.

N.B Any assessment/tests used in support of application for access arrangements must be carried out within Key Stage 1 or 2 and show a strong correlation between the assessment/test and the specific access arrangement sought.

In other circumstances, such as a medical, physical or psychological requirement, appropriate written evidence of need completed by a medical/dental practitioner must be provided to the assessment centre in advance of the Entrance Assessment date.

The assessment centre will also consider evidence of need in the normal working arrangements made for the child and performance in internal assessments, such as examinations, in primary school. It will also take account of any history of difficulties and any residual effects there may be from those difficulties.

6. Time Requirements

Applications for access arrangements must be received by the end of the registration period. In exceptional circumstances where arrangements are required because of accident/emergency, the assessment centre should be informed as soon as possible.

7. Access Arrangements Available

7.1.1 Extra time of up to 25%

Applications must be submitted to the assessment centre no later than the end of the registration period. If the child has learning difficulties, the assessment centre will consider the needs of the child based on at least one of the following documents:

- a Statement of Special Educational Needs relating to and carried out in Key Stage 1 or 2 and which has reached the stage where an assessment has been carried out by the ELB educational psychologist;
- a Psychological Assessment carried out by an approved qualified psychologist confirming learning disability during Key Stage 1 or 2;
- an assessment confirming learning disability during Key Stage 1 or 2 carried out by a specialist teacher qualified to do so. (see Appendix 2)

Since there is a minimum of writing in the Entrance Assessment and the assessment is multiple choice in format, extra time may not be appropriate. Any assessment requesting extra time should specifically establish that the child has difficulties with completing work within a timed period.

7.1.2 Examples of how access arrangements for extra time would apply:

A child was diagnosed as mildly dyslexic in P6. He has made good progress with his reading and writing, which are now within the normal range for his age. He does make spelling mistakes, but these are minor and do not affect the ability of teachers to read and understand his scripts. He is not allowed extra time because the assessment does not involve substantial writing.

A child has a moderate dyslexic condition affecting speed of processing. She may be allowed 25% extra time, depending on her need, to finish writing her papers.

A child has severe cerebral palsy. He manages multiple-choice papers within 25% extra time and this is given.

7.2 Supervised rest breaks

7.2.1 An application must be submitted to the assessment centre no later than the end of the registration period. Relevant medical evidence from an appropriate specialist is necessary to establish the need for this provision.

7.2.2 Supervised rest breaks may be considered as an alternative or addition to any request for extra time. They may be appropriate for a child with poor concentration skills or who suffers from extreme stress. Alternatively, supervised rest breaks may be permitted for medical/psychological reasons.

7.2.3 The timing of the examination will be stopped and re-started when the child is ready to continue. If the child needs to leave the examination room, an invigilator will accompany the child. The timing of these breaks depends on the nature of the child's condition. Medical advice must be sought by parents in cases of serious illness that the child is fit to take the examination

7.3 Scribes

7.3.1 An application must be submitted to the assessment centre no later than the end of the registration period. Appropriate written evidence of need completed by a registered and practising family doctor or hospital consultant must be provided to the assessment centre in advance of the Entrance Assessment.

7.3.2 Scribes should only be requested for children who cannot produce written communication because of physical injury or disability or visual impairment. The provision of a scribe should reflect the child's normal way of working in the primary school, except in cases where temporary injury gives rise to the need for a scribe.

7.3.3 A scribe is a responsible adult who records a child's dictated answers to the questions. A scribe must be a responsible adult who is acceptable to the head of the assessment centre.

7.3.4 A scribe:

- must record accurately what the child has said;
- must not give factual help to the child, indicate when the answer is complete; advise the child on which questions to do, when to move on to the next question, or on the order in which questions should be answered;
- may, at the child's request, read back what has been recorded.

7.4 Prompters

7.4.1 An application must be submitted to the assessment centre no later than the end of the registration period. If the child has learning difficulties, the assessment centre will assess the needs of the child based on one of the following documents:

- a Statement of Special Educational Needs relating to and carried out in Key Stage 1 or 2 and which has reached the stage where an assessment has been carried out by the ELB educational psychologist;
- a Psychological Assessment carried out by a qualified psychologist confirming learning disability during Key Stage 1 or 2;
- an assessment confirming learning disability during Key Stage 1 or 2 carried out by a specialist teacher qualified to do so and approved in accordance with the requirements of Appendix 2;

The provision of a prompter should reflect the child's normal way of working in a primary school.

7.4.2 A prompter may be permitted where a child has little or no sense of time, or loses concentration easily, or is affected by an obsessive-compulsive disorder which leads them to keep revising a question rather than moving onto other questions. In such instances a child may be assisted by a prompter who can keep the child focussed on the need to answer a question and then move on to answering the next question.

7.4.3 A prompter is a responsible adult who may sit beside the child in order to keep his or her attention on the task in hand. A prompter is not a reader, a scribe or a practical assistant. The prompter must be a responsible adult who is acceptable to the head of the assessment centre.

7.4.4 A prompter:

- must not advise the child regarding which questions to do, or on the order in which questions should be answered;
- must not give factual help or offer any suggestions or communicate in any way other than those listed below;
- may use the following prompts: "focus on the question"; "move onto the next question"; "there are X minutes left";
- may tap on the desk or on the child's arm, depending on what is normal practice, in order to remind the child that he or she must pay attention to the question;
- may use the child's name as an appropriate prompt during the examination.

7.4.5 Examples of how access arrangements for prompters would apply:

A child with Asperger's Syndrome has no sense of time. The prompter sees that the child is doing nothing. She says "Mary, focus on the question, there are 15 minutes left".

A child with an obsessive-compulsive disorder goes over the first question again and again. The prompter taps on the desk every quarter of an hour. The child knows how many questions have to be done in that time and tries to move on.

A child with attention deficit disorder works for a few minutes then looks out of the window. As he is taking his examination under separate invigilation, the invigilator is able to call out his name to bring his attention back to his question paper.

7.5 Use of Sign Language Interpreters

7.5.1 An application must be submitted to the assessment centre no later than the end of the registration period. Medical written evidence of need completed by a medical practitioner must be provided to the assessment centre in advance of the assessment with appropriate evidence of need held on file.

7.5.2 The role of a Sign Language Interpreter is to present the questions without changing the meaning, adding any additional information or providing an explanation as to what the question requires of the child.

7.5.3 Since the Sign Language interpretation is done 'live' in the presence of the Sign Language Interpreter must be a responsible adult who is acceptable to the head of the assessment centre and is proficient in the use of the child's sign language child during the examination.

7.5.4 Sign Language Interpreters can be used to sign the instructions to children taking written papers. Sign Language Interpreters may repeat the translation if requested to do so by the child but an alternative translation should not be given as this would be considered to be an explanation of the question which would be giving the child an unfair advantage.

7.6 Other Arrangements

The following arrangements are also available to children:

7.6.1 Alternative centre arrangements

Except in the case of an emergency or accident in the days before the assessment, an application must be submitted to the assessment centre no later than the end of the registration period. Written medical evidence of need completed by a medical practitioner must be provided to the assessment centre in advance of the assessment.

In all cases, permission must be requested from the assessment centre as far in advance of the assessment as possible,

Alternative accommodation should be requested only for those children who have a medical condition which prevents them from taking the paper in the centre but are considered medically fit to take it elsewhere such as a hospital.

7.6.2 Coloured Overlays/Coloured Paper

An application must be submitted to the assessment centre no later than the end of the registration period and be accompanied by supporting medical or educational psychologist's reports outlining the need. Such an arrangement should reflect the child's normal way of working in the primary school given the child's individual needs.

The child will be allowed access to the original examination paper as well as the one printed on coloured paper.

7.6.3 Modified Papers

An application must be submitted to the assessment centre no later than the end of the registration period and be accompanied by supporting medical or educational psychologist's reports outlining the need. Such an arrangement should reflect the child's normal way of working in primary school. In creating a modified paper for an individual child, the assessment centre will take due regard to the publication "Best Practice Guidance for the Modification and Production of

Examination Papers for Children with a visual impairment". This publication may be accessed from the RNIB website: www.rnib.org.uk . Modified (or enlarged) papers are thus only available when parents have indicated their need at the time of registration and cannot be provided in any other circumstances.

Modified enlarged papers are intended for children who have a severe visual impairment which cannot be corrected by spectacles. An A3 enlargement in 18 point bold or 24 point bold print will be provided unless otherwise agreed with the parent/guardian in line with written evidence provided.

Modified language papers cannot be provided since the paper tests language skills. The competence standards include an assessment of the child's ability to read and manipulate language and number.

8. Limitations on provision

It should be remembered that where the assessment objectives would be compromised by any adjustment made to take account of an impairment, the assessment objectives will take precedence and will not be waived.

The Assessment Centre's decision on these matters is final. Children who enter for the assessment must be able to demonstrate the assessment objectives laid down in the specification. (Appendix 2)

It is the responsibility of the person carrying out the assessment/tests of the child to give the results of any tests completed by the child and indicate that the impairment has a significant effect on the child's performance. The status of the person must be specified in any application for special arrangements.

Whether it is reasonable for the assessment centre to permit a particular adjustment will depend primarily on the need of the applicant but also on factors such as cost and effectiveness. However, if an adjustment is one which is reasonable to make and considered necessary and suitable to afford the child the opportunity to reach his/her full potential, then the assessment centre will do so unless the assessment objectives or competencies being assessed are to be affected. Where a disabled person is placed at a substantial disadvantage by an assessment objective or competency, the assessment centre is not under a duty to make reasonable adjustments.

Each application will be considered on its own merits in light of the child's needs. In adjudicating upon any application it will be material for the assessment centre to consider whether the requested adjustment might compromise the competence or ability which is being tested in the assessment.

Some adjustments may not be considered reasonable if they involve excessive costs, unreasonable timeframes or affect the security and integrity of the assessment itself. Adjustments must not put in jeopardy the health and well being of any person, including the child.

9. Recording access arrangements

The assessment centre will record all special access arrangements and retain these on file until after any appeals process may be completed.

10. Supplementary Assessment

10.1 A Supplementary Assessment, of the same specification as the original assessment, will be provided on a specified date no less than three weeks after the Entrance Assessment. This Supplementary Assessment is available to children who are unable to take or to complete the First Assessment by reason of illness or other unforeseen exceptional circumstance. The Assessment Centre will consider requests from applicants wishing to take a Supplementary Assessment providing such requests are accompanied by properly documented objective evidence within the deadline as set out in the Registration Form. Such evidence may be a medical certificate from a GP or hospital, a letter from a dentist indicating necessary emergency dental treatment or evidence of a family bereavement. It is the parents'/guardians' responsibility to inform the assessment centre on the morning of the assessment if a child is unable to sit the assessment and to provide properly documented objective evidence of the reason which prevented the child taking the assessment. In the absence of such evidence, the assessment centre will not give the child access to the Supplementary Assessment.

10.2 A child entered for the Assessment may only take the Supplementary Assessment if this has been agreed in advance with the assessment centre. If the parent/guardian informs the centre that the child is ill but chooses to enter the child for the First Assessment, the child may not then take the Supplementary Assessment.

11. Special Circumstances

11.1 Special Circumstances allow for a post examination adjustment to the grade or mark score of a child who is eligible for consideration. Special Circumstances can only seek to go some way to assist the child affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in the assessment.

11.2 An application for both Access Arrangements and Special Circumstances cannot be made for the same reason. Where a need or problem is identified in advance of the assessment taking place, an application for Access Arrangements should be made. Special Circumstances should be sought only where events on the day of the assessment or factors unknown at the time are considered to have directly influenced the outcome on the day of the Entrance Assessment.

11.3 Special Circumstances cannot remove the difficulty faced by the child; there will be situations where children should not be entered for the assessment because they are not in a fit state to cope with the assessment and no allowance can be made for a student who has not completed the assessment.

11.4 Requests for Special Circumstances must be received by the Assessment Centre by the date specified in the Registration Form. Claims for Special Circumstances will not be considered if the Assessment Centre has not been informed by this deadline.

The decision as to whether to take such circumstances into consideration will not be taken at this time by the Assessment Centre but the centre will confirm receipt of the initial claim to the parent/guardian. This confirmation must be attached by the parent/guardian to the Transfer Form along with full, supporting documentary evidence when an application is made for post-primary transfer for the child.

11.5.1 Children will be eligible for Special Circumstances if performance in the assessment is affected by adverse circumstances beyond their control. These include:

- temporary illness or accident/injury at the time of the Entrance Assessment;
- immediate family bereavement at the time of the Entrance Assessment
- serious and disruptive domestic crisis arising at the time of the Entrance Assessment;
- serious disturbance during the Entrance Assessment
- accidental events such as being given the wrong or a defective Entrance Assessment paper
- failure by the post-primary school to implement previously agreed Access Arrangements.
- terminal illness of a parent/guardian;
- life threatening illness of the child or member of immediate family;
- recent traumatic experience such as death of a close friend or distant relative
- flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack;
- recent serious physical assault

11.5.2 Children will NOT be eligible for Special Circumstances if preparation for or performance in the assessment is affected by:

- long term illness or other difficulties unless the illness or circumstances manifest themselves also during the Entrance Assessment;
- bereavement occurring more than six months before the Entrance Assessment, unless an anniversary has been reached at the time of the Entrance Assessment or there are ongoing implications such as inquests or court cases;
- domestic inconvenience, such as moving house, lack of facilities, taking holidays at the time of the Entrance Assessment;

- disturbance in the Entrance Assessment caused by children, such as bad behaviour, mobile phones etc; or any disturbance which affects all children
- the consequences of disobeying the centre's internal regulations;
- misreading the timetable and/or failing to attend at the right time and in the right place;
- misreading the instructions of the question papers
- family arrangements such as a wedding or holiday arrangements which conflict with the Entrance Assessment date;
- permanent disability unless illness affects the child at the time of the Entrance Assessment;
- failure without good excuse to request access arrangements on time;
- adverse weather conditions

11.6 Circumstances relating to application for Special Circumstances must apply at the time of the Entrance Assessment and be supported by appropriate written evidence. A Special Circumstances claim will not be considered without such evidence.

11.7 Information given to the assessment centre regarding any claim for Special Circumstances may be shared with schools to which application is made for post-primary Transfer. It is the responsibility of parents to ensure that such claims and all verifying information are attached to the Transfer Form.

12. Special Provision

Special provision will be made for pupils moving/recently moved to Northern Ireland, ie: (i) children whose parents/guardians wish them to transfer to post-primary schools from schools outside Northern Ireland; or (ii) children who have received more than half of their primary education outside Northern Ireland.

It will be for the post-primary school concerned, within the operation of its admission criteria, to decide whether these children should be admitted on the basis that they fall within the ability range of other pupils being admitted in that year.

Those children to whom this provision applies may, if their parents/guardians wish, sit the Entrance Assessment in which case the grade or mark score obtained would also be considered.

Appendix 1

Persons who may provide supporting information and reports for Access Arrangements/Special Circumstances

1. An ELB/ESA Educational Psychologist or a private qualified Psychologist holding an appropriate qualification from the approved list (Appendix 3).
2. A qualified Specialist teacher employed within the child's primary school, designated as SENCO and able to fulfil the criteria below
 - able to teach and assess primary and secondary aged learners who have learning difficulties
 - have the necessary knowledge and skill to carry out assessments in support of applications for access arrangements, including a thorough understanding of the Code of Practice following amendments made to the Disability Discrimination Act 1995
 - be fully trained in and have experience of the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed and comprehension, spelling, with appropriate assessment ceilings
 - be able to define when it is necessary to refer the child to an educational psychologist or other specialist and understand the limitations of their own skills.
 - have completed a course allowing him/her to achieve a recognised qualification to assess such children and meeting the criteria below:

The course must be sufficiently detailed and of sufficient length to enable the holder of the qualification to teach and assess primary aged pupils with specific learning difficulties successfully and without supervision. Additionally, knowledge and skill in assessment must be adequately observed, assessed and accredited, as detailed below.

- **Assessment of cognitive abilities:**

Specifically, training in and experience of objective administration of tests of cognitive ability which can be administered individually. This must include tests of verbal ability and non verbal tests.

- **Assessment of understanding of the theoretical bases underlying standardised tests:**

Specifically this must include:

The concept of validity

The concept of reliability

Standard deviations and the normal curve

Standard scores, quotients, percentiles and age-equivalent scores

The concept of a significant discrepancy between scores (statistical)

Either standard error of measurement or confidence intervals for assessment scores

- **Assessment of attainments:**

Specifically training in and experience of objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed and spelling, all of which have appropriate assessment ceilings for assessing children of the age range 10-13 years. Appropriate methods of assessing writing speed should also be covered.

- **Diagnostic assessment:**

Specifically training in and experience of administering and interpreting such tests. An extensive range of diagnostic tests and their interpretation must be covered.

The specialist teacher should be trained in and have experience of the objective administration of tests of cognitive ability including tests of verbal and non verbal ability as found in the Wide Range Intelligence Assessment and Ravens Standard Progressive Matrices with Mill Hill Vocabulary Scale.

3. A currently registered and practising medical or dental practitioner

Appendix 2

Approved qualifications

January 2009

Awarding Body	Qualification
Bishop Grosseteste College	Certificate in Professional Studies in Education – SEN
	Advanced Diploma in SEN
British Dyslexia Association	AMBDA
Bristol Polytechnic	B.Ed/B.Ed (Hons) Special Education (from 1983)
Buckinghamshire Chilterns University College	Graduate Diploma in Psychology
Cambridge Institute of Education	Advanced Diploma in Educational Studies (The Education of Children with Special Needs)
Canterbury Christ Church University College	Advanced Certificate in Specific Learning Difficulties/Dyslexia
	Postgraduate Certificate in Specific Learning Difficulties/ Dyslexia
	Advanced Certificate in Special Needs Co-ordination (SENCO)
Cheltenham & Gloucester College of HE	M.Ed Educating Children with Specific Learning Difficulties
	Postgraduate Certificate in Teaching Children with Specific Learning Difficulties
Chester College of Higher Education/University College Chester	Postgraduate Certificate in SEN with the following four modules: CUM 500 or CU3 500 (An introduction to Special Educational Needs), CUM 501 or CU3 501 (Assessment across the curriculum), CUM 506 or CU3 506 (Children with Specific Learning Difficulties) and CUM 509 or CU3 509 (Individual learning programmes for Children with Specific Learning Difficulties)
College of St Mark and St John (Plymouth)	M.Ed (Special Educational Needs)
	Diploma in Advanced Professional Studies
	BPhil (Special Educational Needs)
College of Teachers	Associate of the College of Preceptors (Specific Learning Difficulties)
De Montfort University	MA in Dyslexia Studies
	Postgraduate Certificate/Postgraduate Diploma in Dyslexia Studies
Dyslexia Action	Postgraduate Certificate in Dyslexia and Literacy (Live Mode) (if completed via distance learning, an additional day of face to face training must be undertaken)
	Postgraduate Diploma in Dyslexia (or the Dyslexia Institute Diploma if the Dyslexia Institute Literacy Programme has also been completed)
	Diploma/Certificate in Teaching Children with SpLD
	Teacher Assessment for Exam Special Arrangements Course
Edge Hill College of Higher Education	Certificate of Advanced Study (Special Education Needs) Postgraduate Certificate in SpLD (students graduating January 2008 onwards)
Helen Arkell Dyslexia Centre	Diploma for Teachers of Learners with Specific Learning Difficulties
Institute of Education, University of London	Certificate of Education
Lancaster University	MA Special Educational Needs

Liverpool John Moores University	Postgraduate Certificate in Specific Learning Difficulties
	Postgraduate Certificate in Special Educational Needs (SENCO)
	Master of Arts in Special Educational Needs
Manchester Metropolitan University	Diploma in Teaching Specific Learning Difficulties
	Postgraduate Diploma (Specific Learning Difficulties)
	Diploma in SpLD and Diploma in SpLD (FE/HE)
	Postgraduate Certificate (Specific Learning Difficulties)
	Postgraduate Certificate (Specific Learning Difficulties) FE/HE
Middlesex University	MA SEN MA SpLD
Napier University (Edinburgh)	Post-Graduate Certificate in Specific Learning Difficulties (Dyslexia)
New College Durham	Bachelor of Education (must include Learning Difficulties option)
Northumbria University	Postgraduate Certificate in Teaching Pupils with SpLD (Dyslexia) within the School Context
The Nottingham Trent University	MA (Special Educational Needs)
	Dyslexia Module of the Certificate/Post Graduate Diploma of Education
Nottinghamshire County Council Local Authority	OCN – Understanding, Managing and Assessing and Supporting Learners with Specific Learning Difficulties (Dyslexia)
OCR (Oxford Cambridge and RSA Examinations) (formerly RSA)	Level 7 Certificate and Diploma in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia) (previously Level 5 Certificate and Diploma for Teachers of Learners with Specific Learning Difficulties)
	E801 Difficulties in Literacy Development
	Certificate for Teachers of Learners with Specific Learning Difficulties (if supplemented with units B and F from the Diploma)
The Open University	Postgraduate Diploma in Psychology
	Postgraduate Certificate in Professional Studies in Education (Course E801 – Addressing Difficulties in Literacy Development)
Oxford Dyslexia Foundation	Oxford Certificate in SpLD accredited by Middlesex University
	Master's Certificate in SpLD
Patoss	SpLD Assessment Practising Certificate
Portsmouth Polytechnic	PGCE 'Children with Learning Difficulties'
Real Training	Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)
Rutgers Graduate School of Education	M.Ed, Ed.D (Reading and Learning Disabilities)
Somerset LEA	Postgraduate Diploma in Complex Specific Learning Difficulties (Dyslexia)
St. Bartholemew's Hospital Dyslexia Centre	Bart's Dyslexia Therapist's Course (course no longer runs)
St. Martin's College, Lancaster	Postgraduate Diploma/MA in Education (SEN)
St Mary's University College, Belfast	Bed Primary with English (including special needs modules)
Southampton University	Postgraduate Diploma (Advanced Teaching in SpLD)
	Postgraduate Certificate of Educational Studies in SpLD Assessment, Identification and Teaching of Individuals
	Post Graduate Certificate in Education -1976 (from La Saint Union College)
	MSc in SpLD

South Bank University (previously accredited by University of Greenwich)	The London Language and Literacy Unit Certificate in Adult Dyslexia Support (Cert ADS) Level 3 or M
	Postgraduate Certificate in Adult Dyslexia Diagnosis and Support
South Nottingham College	Professional Development Programme with units in Understanding, Supporting and Assessing Specific Learning Difficulties (Note: all must be included)
Suffolk Anglia Polytechnic University	Postgraduate Certificate (SpLD)
Swansea Institute of Higher Education	Certificate in Professional Development in Education in Specific Learning Difficulties (Dyslexia)
	AMBDA
Swansea LEA	Teaching Pupils with SpLD (Dyslexia)
Teesside University	Postgraduate Certificate in Teaching Pupils with SpLD (Dyslexia) within the School Context (up to and including July 2006)
University of Aberdeen	Postgraduate Certificate in Special Educational Needs
University of Birmingham	Advanced Certificate (Specific Learning Difficulties/Dyslexia)
	Post Graduate Certificate (Specific Learning Difficulties/Dyslexia)
	B.Ed Hons. (Severe Learning Difficulties)
	B.Phil Post Graduate Diploma in Education (Special Education Hearing Impairment)
	B Phil/PG Dip/M. Ed in Dyslexia Studies
	B Phil in Education (Special Education- Learning Difficulties)
University of Bradford	Advanced Diploma in Special Educational Needs
	Certificate in Specific Learning Difficulties – Dyslexia)
University of Brighton	Professional Development for Specialist Teachers of Dyslexia (Secondary)
University of Bristol	Further Professional Studies Certificate in Education – Children with Learning Difficulties (Course no longer runs)
University of Central Lancashire	Postgraduate Diploma (SpLD)
	Postgraduate Certificate (SpLD)
	University Certificate (Professional Development, SpLD Module SN 4200)
University of Chichester	Master of Arts in Education (Must include Teaching Children with SpLD module and Writing Reports for Exam Concessions module)
	Postgraduate Diploma in Education (Must include Teaching Children with SpLD module and Writing Reports for Exam Concessions module)
	Postgraduate Certificate in Educational Studies
University College London	Certificate in the Diagnostic Assessment and Management of Literacy Difficulties
University College Worcester	Master of Education (Special Needs)
University of East Anglia	MA (Special Educational Needs)
University of Edinburgh	Post Graduate Certificate in SpLD (Dyslexia)
	AMBDA
University of Exeter	Master of Education (SEN)
	Diploma of Advanced Professional Studies – Dyslexia
	Bachelor of Philosophy in Education (SEN)

University of Gloucester	M. Ed (must include module – Educating Children with SpLD)
	Post Graduate Certificate in Specific Learning Difficulties
University of Hertfordshire	Master of Arts in Special Education Needs
	Post Graduate Diploma (Education of Deaf Children)
	Specialist Teacher Report – Teacher of the Deaf
University of Hull	Advanced Certificate/Diploma/Master of Arts in Inclusive Education
	Advanced Certificate/Diploma/Master of Arts in SEN
	Master of Arts in Education (Applied Educational Studies)
University of Kingston	Dyslexia Institute Postgraduate Diploma in Dyslexia (Specialist Education)
	Postgraduate Diploma in Professional Studies in Education (SpLD/Dyslexia)
University of Lancaster	Postgraduate Certificate in Education (with emphasis on the teaching of slow-learners at Secondary school)
	Master of Arts in Educational Research (must include options on Research on Teaching and Learning and Psychology)
University of Leeds	Advanced Diploma in Special Educational Needs
	MA in Deaf Education (Teacher of the Deaf Qualification)
	Postgraduate Diploma in the Education of Children with Special Educational Needs
University of Leicester	Certificate in Professional Studies in Education (SENCO qualification or Special Educational Needs)
	Advanced Diploma in SEN (must include the Identification and Assessment of Learning Difficulties module)
University of Liverpool	Master of Education (SEN)
	Diploma in Advanced Studies in Education (must include Assessment and Identification module)
	Certificate of Advanced Study in SpLD (from 1990 onwards)
	Graduate/Postgraduate Diploma in SEN
	Diploma of Advanced Study in SEN (from 1990 onwards)
	Graduate/Postgraduate Certificate in SpLD
University of London, Institute of Education	Advanced Diploma in the Psychology and Education of Students with Special Educational Needs
	Certificate in Specific Learning Difficulties (Dyslexia)
	MA in Special Education (Inclusion and Disability Studies or Psychological Perspectives)
	MA in the Psychology and Education of Students with Special Needs
	MA in the Teaching and Learning of Reading and Writing
	Graduate (previously 'Advanced') Diploma in Special and Inclusive Education (Must include the Specific Learning Difficulties Double Module)
	Diploma in the Educational Development of Children with Complex Learning Handicap
	Diploma in the Education of Handicapped Children
	Graduate (previously 'Advanced') Certificate in Specific Learning Difficulties and Inclusive Education
Certificate in Psychology and Education for Special Needs (must be supplemented with a special assessment session)	

University of Manchester	B.Sc Hons Psychology
	Diploma in Advanced Study in the Education of Hearing Impaired Children
	Advanced Diploma SpLD
	Diploma in Advanced Studies in SpLD (Literacy)
University of Newcastle	MSc Education Psychology (from 1986 onwards)
University of Northampton	Diploma in SpLD
University of Nottingham	Diploma in Professional Studies in Education (Special Educational Needs)
	MA Special Needs
	Advanced Diploma in Special Education
University of Plymouth	Master of Education/Postgraduate Diploma Education (Must include modules on Assessment, Specific Learning Difficulties and Language Difficulties)
University of Reading	Diploma in Further Professional Studies: Teaching Children with Written Language Difficulties
University of Sheffield	In Service Certificate in Social & Educational Studies (Specific Learning Difficulties)
	M.Sc Educational Psychology
	M. Ed Special and Inclusive Education
University of Southern Queensland	Master of Education (Guidance and Counselling)
	Master of Education (Special Education if EDU8317 (Advanced Educated Assessment) is completed)
University of Surrey Roehampton Institute	Certificate in Professional Practice – Children with Literacy Difficulties
	MA in Education – must include module ‘Effective Inclusion: Children with Literacy Difficulties (SEN)’
University of Sussex	Diploma in Dyslexia/Specific Learning Difficulties
University of Wales, Aberystwyth	Master of Education (must include Dyslexia modules)
University of Wales, Bangor	Post Graduate and Masters course to include modules 4016, 4017 and 4011: Theoretical Background to Dyslexia, Principles of Teaching Dyslexic Learners and Principles of Assessment for Teachers. These give eligibility for AMBDA.
	Postgraduate Diploma in SEN Master of Education (must include dyslexia module)
University of Wales, Cardiff	Master of Education degree which includes module U49
University of Wales, Newport	MA (SEN-SpLD)
	Postgraduate Diploma SEN (SpLD)
	Postgraduate Certificate (SpLD)
	AMBDA
University of Wales, Swansea	Certificate of the University of Wales in SpLD/Dyslexia
	AMBDA

University of Warwick	B.Ed. Learning Difficulties
University of the West of England, Bristol	Postgraduate Certificate (SpLD)
	B.Ed Special Educational Needs
	Master of Education (Must include both UTC S03D3/M Dyslexia: A Practical Course for Teachers and UTC I01 S3/M Child Study)
University of York	Dyslexia Action Postgraduate Diploma in Dyslexia (Specialist Education)
	Dyslexia Action Postgraduate Certificate in Dyslexia and Literacy (Live Mode)
	Dyslexia Action Postgraduate Certificate in Dyslexia and Literacy (Distance Learning, with Dyslexia Institute Teacher Assessment for Exam Special Arrangements Course)
Victoria University of Manchester	B.A.Hons Combined Studies and Audiology
York St John University College	Certificate in Advanced Educational Studies in Special Needs
	Graduate Diploma in Educational Studies
	Certificate of Advanced Educational Studies: Dyslexia

