

A2.0 Student B (Hearing Impairment)

Background

B has a profound, bilateral, sensorineural hearing loss; he was fitted with a cochlear implant at the age of three and a half. He wears a Nucleus N5 on the right side consistently. He has a Roger transmitter with an ear level receiver for educational use.

B has full time support at school (20 hours from a statement of special educational needs) to support his learning needs due to profound deafness and severe linguistic and literacy delay.

B has a significant language and literacy delay as evidenced by the test scores below and has had special arrangements in exams and assessments throughout his school life.

Test results for Student B

B's language and literacy are tested on an annual basis by his ToD in school.

British Picture Vocabulary Scales

This test provides an estimate of receptive vocabulary.

BPVS	Dec 13 II	Nov 14 II	Nov 14 III	Dec 15 III
Chronological age	12-01	13-01	13-01	14-01
Raw score	84	83	103	104
Standardised score		69	70	<70
Age equivalent	8-02	8-01	7-03	7-05
Percentile		2	2	<2

*Nov 14 BPVS II and III administered (change in score due to revised version of test)

Student B's raw score was not enough to generate a standardised score, recorded as less than 70, the minimum possible score. His age equivalent score of 7-05 is nearly seven years behind his chronological age and his very low percentile ranking, below the 2nd percentile, gives a clear indication of his continuing difficulties in this area and lack of year on year progress. **Edinburgh Reading Test**

The appropriate level of the test was administered for B's chronological age.

Edinburgh Reading Test	3	4	4
Date	Nov 13	Nov 14	Dec 15
Chronological age	12-01	13-01	14-02
Raw score	14	14	20
Quotient		70	70
Reading age		--	--
Percentile		2	2

Student B found this test very difficult to access. He was only able to attempt the first two sections of this test, which examined 'skimming', the ability to extract required information without reading the passage too closely and the next section on 'vocabulary', which tests understanding of the meanings of words, and he was only able to correctly identify a few words. He found the subsets on 'reading for facts', 'points of view' and 'comprehension' too difficult to access, and therefore the test was stopped. He was unable to gain an age equivalent score. However, it can be said that it was considerably less than the minimum score on the test, corresponding to a raw score of 39. His standardised score of 70, the lowest possible standardised score on the test, on the 2nd percentile, gives a clear indication of his reading difficulties. In order to have an oral language modifier it is necessary to gain a score of 69 or less. The ERT stipulates that all scores below the minimum are given a standardised score of 70. The Gray Oral Reading Test 5 (below) was therefore administered.

Gray Oral Reading Test 5 (GORT 5)

This test examines oral reading abilities consisting of rate, fluency, accuracy and comprehension.

GORT 5 CA 14-2	Rate	Accuracy	Fluency	Comprehension	Oral Reading (Overall)
Raw score	28	14	42	15	
Age equivalent	9-3	7-0	7-9	6-9	
Percentile	9	2	5	1	2
Reading Index					68

Student B’s scores on the subtests are all substantially behind his chronological age. He scored best on reading rate, an age equivalent score of 9-3, due to the fact he read very quickly, around 8-00 for fluency, and around 7-00 for accuracy and comprehension, his weakest score. His overall oral reading score lies on the 2nd percentile with an oral reading index of 68. These scores fall into the ‘very poor’ descriptive term on the test and clearly demonstrate his weakness in this area.

CTOPP 2 Speed of Processing Test

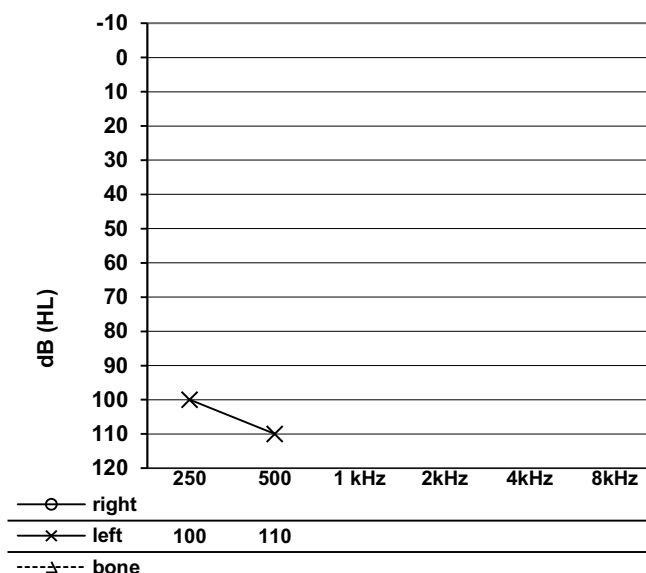
Last year, Student B registered the second lowest possible score in the 12th and 22nd percentile bracket (SS 82-89) on a speed of processing test (Rapid Naming Test DST). This year, Student B completed two sections of the CTOPP 2 test; Rapid Digit Naming (RDM) and Rapid Letter Naming (RLM). His composite score was 73, corresponding to a ranking on the 3rd percentile, demonstrating his continuing weakness in processing speed.

GCSE/GCE EXAM ACCESS ARRANGEMENTS

(Including Controlled Assessment Tests)

To: Exams Secretary & SENCo Date: December 2015
 Re: Student B

Audiogram



Student B has a long term and substantial hearing impairment. This hearing loss is profound, bilateral, and sensorineural in nature. The hearing impairment has significantly impacted on this candidate’s language and literacy acquisition and development of cross curricula literacy skills.

Teacher of the Deaf Report

Form 8 Section A

The candidate has persistent and significant difficulties in accessing written text and without access arrangements would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessments.

The candidate's processing ability is considerably slower which has an adverse effect on the candidate's ability to complete the papers within the time allowed so is eligible for an additional time allowance (25%).

Student B has a statement of special educational needs which allows for 20 hours of teaching assistant support for his profound hearing loss and severe language delay. Student B finds it difficult to access the content of lessons and complete required work without additional time for processing information and further explanation from a teacher, teaching assistant or teacher of the deaf. He is supported both in class and one to one by a teaching assistant and teacher of the deaf to facilitate his access to the curriculum.

Any listening/pre-recorded tasks are completed with a live voice, familiar to Student B, to enable him to use lip reading clues to support listening.

These arrangements reflect Student B's normal way of working. Without these access arrangements he would be at a considerable disadvantage when compared to non-disabled peers.

Form 8 Section B

I would advise that Student B should receive the following special arrangements for her GCSE examinations and school based assessments.

- Reader (familiar voice)
- Modified language papers
- Oral language modifier
- Read aloud facility
- Separate invigilation
- Additional time allowance of 25% (up to 50% where OLM is not applicable eg reading section of English Language)
- Live speaker for pre-recorded aspects of exams to be taken in a small room with good acoustics

The candidate has used the access arrangements, both in lessons and in internal assessments/exams and this is his normal way of working.

The following strategies have been in place in school throughout KS3:

- Consistent TA support
- In class support to modify language and explain and clarify concepts
- Regular teacher of the deaf support (three sessions per week)
- Regularly reviewed IPM
- Small group work
- Pre and post tutoring
- 1:1 support to facilitate language acquisition and development
- Live speaker for listening tasks
- Reader for tasks
- Read aloud facility
- Modified exam papers
- Additional time allowance for internal exams/assessments
- Oral Language Modifier in internal exams/assessments

Form 8 Section C

The candidate has an impairment which has a substantial and long term adverse effect on his ability to read. Results from linguistic, literacy and speed of processing assessments are given below:

Reader/OLM/Modified Papers?

Does the candidate comprehend continuous text or sentence at a level which is below average (SS84 or less)? **YES**

Give the candidate's results on assessments of reading text or sentences with comprehension.

Name of test	GORT5
Test ceiling	23-11
Date of administration	16.12.15
Centile (reading comprehension)	1
Centile (overall)	2
Oral Reading Index	68 (very poor)

Vocabulary Age

Does the candidate have a standardised score on British Picture Vocabulary Scales which is below average (SS84 or less)? **YES**

Name of test	BPVS III
Test ceiling	16-11
Date of administration	16.12.15
Standardised score	<70
Percentile	2

Extra Time

Does the candidate read continuous text at a speed which is below average (SS84 or less)? **YES**

Name of test	GORT5
Test ceiling	23-11
Date of administration	16.12.15
Centile (reading rate)	9
Centile (overall)	2
Oral Reading Index	68 (very poor)

Is the candidate's cognitive processing (e.g. phonological, auditory or visual processing, or working memory) in the below average range? (SS 84 or less)

Name of test	CTOPP
Test ceiling	
Date of administration	16-11
Which type of processing does this test?	Speed of processing
Speed of processing Rapid Digit naming/ Rapid Letter Naming	Composite score 73 Percentile ranking 3
If you have further below average scores for processing that you have not entered in this or other sections of this form please record them in 'Other relevant information' section on page 8	

Extra time is vital for Student B, especially in examinations and assessments, to allow time to process text and ensure that he is able to achieve his potential.

Other Relevant Information

For candidates requiring an **Oral language Modifier or extra time up to 50%** a standardised score of 69 or less is required in relation to reading comprehension and/or vocabulary.

Student B has a standardised score of 68 on GORT 5, and a standardised score of <70 on BPVS III, therefore I would advise that he should have an Oral language Modifier for exams and assessments.

If I can be of further assistance do not hesitate to contact me.

[Signature]

Teacher of the Deaf