

Types of Access Arrangements at Key Stage 2 (from Chapter 7 of Assessment and Reporting Arrangements)

Applications for the following access arrangements must be made via the Access arrangements section of NCA tools at www.education.gov.uk/ncatools by the deadlines specified in the table below. An application must be approved by STA or a local authority before a school is allowed to use it.

Access arrangement	Examples of when access arrangements might be appropriate	Deadline for applications
Early opening	<ul style="list-style-type: none"> • Schools that need to open test papers more than one hour before a test is due to start, for example to prepare apparatus or make adaptations to text. • Schools that need to transport test materials to another location, such as a PRU or hospital school. 	Midnight, Monday 25 February
Additional time	<ul style="list-style-type: none"> • A child meets the criteria for additional time that are published on the Department's website at www.education.gov.uk/ks2. • An application for additional time is not required for children with a statement of SEN. • Schools do not need to apply for additional time for the spelling aspect of the English grammar, punctuation and spelling test, as this test is not strictly timed and the time quoted is for guidance only. • Additional time for the mental mathematics test is only allowed if a child uses the modified version of the test, and has a visual impairment, a hearing impairment or accesses the tests through sign language. 	Midnight, Monday 25 February
Compensatory marks	<ul style="list-style-type: none"> • A child has a profound hearing impairment and does not use lip-reading or a signing system so cannot take the spelling aspect of the English grammar, punctuation and spelling test or the mental mathematics test, even with the full range of access arrangements. • Schools can apply for compensatory marks for these two test components. A compensatory mark is based on the average scores that children achieved during the technical pre-test (a stage of test development). Children will get a level, provided they complete all other components for the test, for example Test A and Test B for level 3-5 mathematics. However, if the child attempts any of these components, then that mark will stand and a compensatory mark will not be given. 	Midnight, Monday 25 February
Special consideration	<ul style="list-style-type: none"> • Schools should first consider whether a child is in a fit state to take the tests, however special consideration will be applied when a child has experienced extremely distressing circumstances that have affected their performance in the tests. Example circumstances are provided on the Department's website at www.education.gov.uk/ks2. • Applications must only be made if the child has taken all the components for a test as a level cannot be awarded if a child was absent for one of the test components. 	Midnight, Friday 24 May

Arrangements requiring only Notification

Schools may use the following access arrangements at the headteacher's discretion. Schools should download and complete the relevant notification form from the Access arrangements section of NCA tools at www.education.gov.uk/ncatools. The form should be attached to the child's test script when it is returned for marking.

Access arrangement	Examples of when access arrangements might be appropriate
Use of a full or partial transcript	<ul style="list-style-type: none"> • A child's writing is very difficult for a marker to read. • A transcript can only be made at the end of the test. The test administrator should transcribe the work with the child present before the child leaves the test room.
Use of a scribe	<p>Schools should consider using a word processor or transcription, or ordering enlarged print (EP) tests before deciding to use a scribe. A scribe may be an appropriate access arrangement for a child who is:</p> <ul style="list-style-type: none"> unable to write their own answers or use a word processor; able to write but has a severe motor disability that causes discomfort when writing; able to write but very slowly; able to write but finds writing very difficult; or unable to write following an unforeseen injury. (Schools also have the discretion to allow a child up to 25 per cent additional time in this instance. They do not need to apply for additional time but should be prepared to explain the arrangements if they receive a monitoring visit.) <p>Scribes may also act as a reader (see section 7.2.3). If a school decides to use a scribe the headteacher must ensure that they are not another child at the school, or a relative, carer or guardian of the child. Scribes must ensure that all language, punctuation and phrasing are the child's own and the scribe follows the child's instructions to add diagrams, charts and graphs precisely in the mathematics tests.</p>
Use of a word processor	<ul style="list-style-type: none"> • In a mathematics test: a child normally uses a word processor. • In an English test: a child has a special educational need and uses a word processor or similar aid as part of normal classroom practice. <p>Editorial functions, including spelling and grammar tools, must not be used in the tests. The <i>Test administrators' guide</i> will provide guidance on the use of spell checkers. This will be available from March on the Department's website at www.education.gov.uk/ks2.</p>
Use of technical or electrical aids	<ul style="list-style-type: none"> • Voice-activated software may be used as long as any editorial functions are turned off and the validity and reliability of the tests are maintained. • Predictive text can be used for children who have a physical disability that prevents them from accessing the test in the given time without using predictive text. <p>Predictive text is not allowed in the spelling aspect of the English grammar, punctuation and spelling test.</p>

Arrangements at the schools discretion without notification

The following access arrangements can be made at the school's discretion. There is no need to apply to STA or a local authority, or to submit a notification form.

Use of apparatus	<ul style="list-style-type: none">• A child who has difficulties accessing two-dimensional diagrams may be given real objects that look like those illustrated in the mathematics tests, if this is normal classroom practice.• Schools should be aware of which children will need to use apparatus or objects in advance of the tests and should consider using the hour before the tests to source appropriate apparatus or objects.• Number apparatus, counters, number squares or dotted paper must not be used.
Rest breaks	<ul style="list-style-type: none">• A child who finds it difficult to concentrate, or who may experience fatigue, may require rest breaks. This can be provided by splitting the tests into sections or stopping the clock.• Rest breaks can be used during the reading passage in the English reading test, however the child must read the entire reading passage before seeing or attempting the questions.
Prompters	<ul style="list-style-type: none">• A child with severe attention challenges who is supported by a prompter in normal classroom practice may be supported by a prompter. This should be the child's own learning support assistant and must not be a relative, carer or guardian of the child.• A prompter must be used on a one-to-one basis and should work with the child in a separate room from the rest of the cohort.• Prompters must only be used to draw a child's attention back to the task. They must not advise the child on which questions to do, when to move on to the next question or the order in which to attempt questions.
Readers	<ul style="list-style-type: none">• A child who has difficulty reading and is supported by a reader in normal classroom practice may be supported by a reader.• Readers must be used on a one-to-one basis, preferably in a separate room to the rest of the cohort. They must not be another child at the school, or relative, carer or guardian of the child.• No part of the English reading test or the child's responses to the English reading test may be read to a child, other than the general instructions on page 3 of the reading answer booklet.