

Access arrangements for National Curriculum Assessment KS2 checklist

The information offered here is only a brief overview. It does not replace the responsibility placed upon schools to read and apply the QCA/NAA guidelines to ensure that they fulfil their statutory duty to locate appropriate and permitted access to the NC tests for pupils with SEN and/or disability. Relevant pages have been identified to assist schools in locating appropriate information in the Assessment and Reporting Arrangements KS2 booklet which is available to download at http://www.naa.org.uk/libraryAssets/media/2009_KS2_ARA.pdf.

Pupils who should be entered for the KS2 tests

All who are in the final year of KS2 and are working at level 3 or above (p23), but all pupils on roll in their final KS2 year must be registered even if they are working below level 3 and will not take the tests.

Pupils who should not be entered for the tests include (p25)

- Those working below the levels identified above.
- Those whose level of attainment cannot be established.
- Pupils with profound hearing loss who are unable to access the spelling or mental mathematics test. (Formal exemption must be applied for)
- Pupils working at the level of the test but unable to access them e.g. physical or sensory disability, those experiencing trauma or ill health, those who are recent arrivals.

New applications process for 2009: Access arrangements (p77)

Applications for early opening, additional time and timetable variation is now through an online process. Applications can be made from November 2008 to 2nd March 2009. Schools will be notified of decisions by 17th April 2009. Applications from independent schools and academies are processed by NAA and further advice is available on the NC tests helpline on 08700 606040

Access arrangements/considerations

All adjustments should have been considered well in advance of the tests and should be based primarily on a recorded history of need and the normal classroom practice for the pupils concerned. In general, access arrangements may be appropriate for:

- Pupils with a statement of educational needs or local equivalent i.e. an Individual Pupil Resourcing Agreement (IPRA).
- Pupils for whom provision is being made at School Action or School Action Plus and whose learning difficulty or disability significantly affects their ability to access the tests.
- Pupils who require alternative access arrangements because of a disability which may or may not give rise to a Special Educational Need.
- Pupils who are unable to sit and work at a test for a sustained period because of a disability or because of a behavioural, emotional or social difficulties.
- Pupils for whom English is an additional language and who have limited fluency in English.

For any other pupils for whom the school feel that access arrangements would be appropriate, guidance in the Assessment and Reporting Arrangements handbooks should be followed. Alternatively contact the local authority or National Curriculum tests helpline.

Evidence of need

Schools must make sure that documentation showing that a pupil is eligible for access arrangements is available to support the application if needed or in the event of inspection in the event of a monitoring visit during the test period. This documentation must include information that identifies how resources are routinely committed to providing the requested support within the classroom. At least 10% of all schools will be visited in order to verify this documentation is in place and that access arrangements are being closely adhered to.

Assessing pupils for access arrangements

Tests used to produce evidence for the following criteria should be up-to-date, fully standardised, age appropriate and have a ceiling level equivalent to, or above, the chronological age of the pupil. A list of QCA suggested tests can be downloaded from <http://www.qca.org.uk/pupileligibility> or visit Patoss at <http://www.patoss-dyslexia.org>. All data used as evidence must have been obtained no earlier than the start of the previous school year, unless it relates to a physical disability, named medical condition or cognitive ability scores.

Arrangements for pupils that require external permission

The following arrangements require external approval. This necessitates application by 2nd March 2009 online at <http://www.naa.org.uk/testforms>. Applications will only be considered after this date if they relate to a pupil who joined the school on or after 1 February 2009 or whose special educational needs have recently significantly changed.

Early opening of papers (p57)

This will be required if a school needs permission to open test papers more than one hour before a test is due to start, in order to make preparations for a pupil with special assessment needs. Schools must apply for permission for early opening from the local authority (for local authority maintained schools) or the NAA (for independent schools and academies)

Timetable variations (p46)

This may occur as a result of unforeseen injuries, illness or unavoidable engagements such as medical appointments. At the school's discretion, the pupil, as long as security is not compromised, can sit the test at any time between 7am and 7pm on the timetabled date. On-line applications for circumstances eligible for special consideration must reach the NAA by 22nd May 2009. (see p47)

Additional time (p58-61)

With the exception of pupils with a statement of special educational needs, pupils using modified large print or Braille versions of the tests, pupils with permanent or long-term hearing loss, or who access the tests through the medium of sign language, all other submission for additional time require external permission which must be applied for online at <http://www.naa.org.uk/testforms>. **To be eligible for up to 25 per cent additional time**, a pupil would need to **regularly receive additional time in school** and have learning difficulties identified by at least three of the criteria outlined in section A or one of the criteria outlined in section B.

Section A

- Reading score **below average** for the pupil's age. (standardised score below 85)
- The pupil increases their reading comprehension age by 9 months or more when allowed 25 per cent additional time.
- Free writing speed below 10 words per minute.
- Processing speed that is in the **low** or **below average** range for the pupil's age - standardised score of 90 or below.
- Significant discrepancy between cognitive ability and performance indicated by 20 points or more between verbal and performance IQ, or average verbal, non verbal or quantitative scores alongside below average (SS of 85 or less) literacy.

Section B

- Pupils with limited fluency in the English language – restrictions apply.
- A recent recommendation for additional time from appropriate professional relating to a physical disability or a medical condition that affects the pupil's ability to access the tests.
- Other very exceptional circumstances (requiring referral to the LA)

Arrangements that can be made at schools' discretion

Additional time (p58)

Only pupils with a statement of special educational needs are allowed up to 25 per cent additional time for written tests at the school's discretion. **No external permission is required.** In addition, pupils using modified large print or Braille versions of the tests are **automatically entitled** to up to 100 per cent additional time. Pupils with permanent or long-term hearing loss, or who access the tests through the medium of sign language and who are using the modified versions of the mental mathematics test, are **automatically entitled** to up to 100 per cent additional time to complete the mental mathematics test.

Arrangements for pupils with reading difficulties (p63)

1. Use of readers

This may be provided for those pupils who have this provision regularly in class and who are unable to read the test materials unaided. In most cases this will be appropriate for pupils with **reading ages of 9 years or lower**. A reader **must be used on a one-to-one basis only**. Reading to a small group of readers is no longer permitted. A reader is **NOT allowed for the English tests**, apart from to read the general instructions.

2. Using readers in the mathematics and science tests

A reader may help a pupil to read any part of these tests. They may read signs, symbols and numbers, read back a pupil's responses or clarify instructions. In most cases, a reader will help an individual pupil with single words or sentences at the pupil's request. If more than this is required, schools should consider testing the pupil in a separate room on a one-to-one basis.

Arrangements for pupils with writing difficulties

1. Use of an amanuensis (p63-64)

Whenever a school uses an amanuensis (scribe) it must complete the form 'Use of an

amanuensis' available at <http://www.naa.org.uk/testforms> on the NAA website and attach it to the pupil's test scripts. An amanuensis can only be used when a pupil is:

- Physically unable to write down their own answers or use a word processor
- Physically able to write, but suffers from a severe motor disability that causes physical discomfort when writing (they should regularly use an amanuensis as part of normal classroom practice)
- Physically able to write, but writes very slowly
- Physically able to write, but finds writing very difficult.

An amanuensis should only be used if there are no other options to allow the pupil to respond independently and the pupil regularly uses an amanuensis as part of normal classroom practice. If an amanuensis is being used due to an unforeseen injury and the pupil is unfamiliar working in this way then 25% extra time can be awarded.

2. **Using transcripts** (p65)

If it will be very difficult for the external marker to read a pupil's writing, a school can transcribe all or part of the pupil's test script. The original paper must always be sent to the marker with the transcript. Whenever a school makes a transcript of a pupil's work, it must complete the form 'Use of a transcript' available at <http://www.naa.org.uk/testforms> on the NAA website and attach it to the pupil's test scripts.

3. **Using word processors** (p65)

Pupils who normally use word processors may use them for the mathematics and science tests. However, for the English tests, word processors may only be used by:

- Pupils with SEN who would not be able to access the tests otherwise
- Pupils with considerable writing difficulties who normally use a word processor or similar aid for writing across the curriculum.

For all tests completed with the use of a word processor, **spelling, punctuation and grammar functions must be disabled** and the school must complete the form 'Use of a word processor or technical or electrical aid' available at <http://www.naa.org.uk/testforms> on the NAA website and attach it to the pupil's test scripts.

4. **Using technical or electrical aid** (p65)

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 pupils who have:

- A physical disability that prevents them from accessing the test in the given time without using predictive text
- A severe learning difficulty that prevents them from accessing the test without using predictive text.

The **use of predictive text** must be normal classroom practice and it should be noted that predictive text is not allowed in the spelling test. Whenever a pupil uses a technical or electrical aid, the school must complete the form 'Use of a word processor or technical or electrical aid' available at <http://www.naa.org.uk/testforms> on the NAA website and attach it to the pupil's test scripts.

Arrangements for pupils with visual impairments (p66-68)

MLP and Braille and enlarged tests are available to pupils with visual impairment or SEN who have a statement of SEN or are on School Action plus or who have a medical condition based on visual

impairment supported by a doctors certificate. Schools may open test papers one hour before the test is due to start to make the following adaptations:

1. Making taped versions of the mathematics and science tests

Schools may provide taped versions of the written mathematics and science tests for pupils who regularly use tapes or have access to readers as part of normal classroom practice. The general instructions for the tests may be clarified in taped versions, but no other changes must be made to the wording of the tests. Pupils who will be using these versions should be given the opportunity to use recordings beforehand so that they demonstrate their best work on the day. Practice recordings must not be based on the current test material. Taped versions of the English tests are not allowed.

2. Enlarging modified test papers

Schools may enlarge modified test papers further to meet the pupils; individual needs with the exception of certain maths questions.

3. Photocopying onto coloured paper or using coloured overlays

Schools may photocopy the test papers onto coloured paper for pupils with visual impairment who require this. Coloured overlays and coloured filter lenses may also be used if this is normal classroom practice.

4. Enhancing diagrams

Schools may enhance the shading on diagrams to increase their visual clarity. Bold lines may also be added for pupils with spatial perception difficulties but care must be taken not to draw the pupil's attention to the response sought. Diagrams may also be enlarged, cut out, embossed or mounted on card or other material according to normal classroom practice. Diagrams in certain questions in the mathematics papers must not be enlarged. NAA will inform schools which questions cannot be enlarged in the Subject-specific guidance for the standard and modified tests. Diagrams must not be altered in any other way.

5. Use of emphasis

Schools may use underlining, highlighting, readers etc. to emphasize any words presented in bold, underlining, uppercase and italics in the standard version of the test provided it does not give any unfair advantage.

6. Using low-vision aids

Pupils who normally use technical and electrical aid, including low-vision aids such as closed-circuit TV/JOCR scanners, may use these for the tests. Whenever a pupil uses a technical or electrical aid, the school must complete the form 'Use of a word processor or technical or electrical aid' available at <http://www.naa.org.uk/testforms> on the NAA website and attach it to the pupil's test scripts

Arrangements for pupils with hearing impairment and those who use sign language (p69)

1. Using communicators and signers

The teacher responsible for access arrangements should, with the headteacher, make arrangements for communicators or signers to support pupils who use British Sign Language or other sign-supported communication, or who supplement their residual hearing by lip-reading. A modified test administrator's guide may be downloaded from <http://www.naa.org.uk/tests> from February 2009.

In science and mathematics, communicators and signers may translate the whole test paper into BSL or sign-supported English. In the English reading test, no help may be given with reading or understanding the questions, or passages of text on which questions are based.

2. **Recording pupils' responses**

In the mathematics and science tests:

- Some pupils may sign their answers or respond by pointing
- Pupils who use Blissymbolics or eye-pointing may use a communicator to record their answers.

Communicators or signers should note the essence of pupils' signed responses on the test papers and take care not to infer any meaning that was unclear in the original response. In the mathematics and science tests, teachers may provide real objects that look like those illustrated in the tests, as long as this is normal classroom practice.

Arrangements for pupils using apparatus (p70)

In maths and science tests, teachers can provide real objects that look like those in the tests as long as this is normal classroom practice. In maths, shapes identical to those drawn and relative in size must be used. Tracing paper, protractors and mirrors can be used in symmetry but number apparatus, counters, number squares and dotted paper is prohibited.

Arrangements for pupils with concentration difficulties or who experience fatigue (p71)

1. **Rest breaks**

Schools can give rest breaks to pupils who find it difficult to concentrate or who are likely to experience fatigue by splitting the tests into sections or stopping the clock. If a school decides to split a test into sections, it must:

- Ensure the splitting into sections is carried out only during the hour before the test is due to start.
- Administer all the sections of the test on the timetabled day.
- Make sure that the pupil has the same overall time to complete the test as those who take the test in one sitting.
- Keep the questions in the same order.
- Give the pupil an opportunity to attempt all parts of a paper, so that the test properly reflects their attainment.
- Ensure the content of the test is not discussed during a rest break.

2. **Using prompters**

Schools may use prompters in all the tests to help pupils with severe attention problems.

Prompters are only allowed to refocus a pupil's attention back to the task in hand by tapping the table for instance. Verbal prompting may be used where this is normal classroom practice.

Prompters must be provided on a one to one basis.

Arrangements for pupils with English as an additional language (p72-73)

Translations should be made at the time of the test. In exceptional circumstances the school should apply for a timetable variation or early opening if a translator is not going to be available on the day. There are a variety of options available for EAL pupils when completing the tests. Schools may provide written or oral translations of individual words, phrases or whole tests in the science and written mathematics tests if this is normal classroom practice for the pupils. However in English, the tests are designed to assess pupils' ability to read and write in English therefore pupils' responses must be in English. Only general instructions (information on the front cover of the test paper and any directions that are not part of the actual questions) may be translated.

Access arrangements for the mental maths test (p 73-77)

These arrangements will apply mostly to pupils with statements of special educational need or to pupils for whom English is an additional language.

1. Additional time and early opening

No additional time will be allowed for this test apart from for pupils with sensory impairments or motor disability. This applies even to those pupils with a statement who are given additional time in other subjects. If schools need to translate the paper they must apply for early opening through online application as identified above.

2. Pupils with visual impairment (VI)

There are modified versions of the mental maths answer sheet that can be used with pupils with visual impairment according to their specific assessment requirements. Pupils who use braille will be provided with grade 2 braille versions of the stimulus material from the answer sheet. As much time as is needed can be given to allow pupils with VI to familiarise themselves with stimulus material before a test question is asked. Once the question has been asked, 100% additional time can be allowed for answering questions.

3. Pupils with hearing impairment (HI)

The recorded or teacher read version of the test should be used if possible by administering the test individually at full volume, through earphones or by reading it aloud to the pupil. In this case there should be no additional time or modified answer sheet provided. However modified versions of the mental math test are available for pupils with permanent or long term hearing loss who rely on BSL, lip reading or other sign supported communication. This consists of a modified transcript for the test administrator and a CD-ROM or flashcards of the stimulus material. Pupils using this material may be given additional time as described for pupils for VI.

4. Pupils with dual sensory impairment

A small number of pupils have both a visual and hearing impairment. These pupils might be able to access the mental mathematics test if provided with an enlarged answer sheet, which can be used with the stimulus material for pupils with hearing impairment

5. Pupils with motor impairment

If the pupil is unable to record their answers on the CD or tape provided, then schools may use the teacher transcript provided with the test papers. In this cases pupils must be given only the prescribed thinking time but may be awarded additional time to record or communicate their answers.

6. Translating the mental maths test

Schools may deliver an oral translation of the mental maths test to pupils with EAL with limited fluency in English as long as:

- The translated version is delivered orally
- The timings are strictly observed
- The translation is not made or delivered by a relative of the pupil.

These translation can usually be made in the hour before the test but is additional time is required then this should be applied for in the usual way.

7. Rest breaks

Rest breaks can only be used in the mental maths test for pupils who have been diagnosed with recognized medical conditions such as Tourettes syndrome or absence seizures.