

KEY STAGE  
**2**

YEARS  
**3–6**

# Access arrangements guide

**2011**



National curriculum assessments

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## Access arrangements

**This guide contains information on access arrangements and timetable variations for the 2011 key stage 2 national curriculum tests and science sampling tests.**

**To make the use of access arrangements fair and consistent across all key stage 2 tests, schools must follow the specific guidance in this document when applying for access arrangements.**

**Further information is available in the 2011 key stage 2 *Assessment and reporting arrangements (ARA)* (QCDA/10/4852).**

### What are access arrangements?

The access arrangements described in this guide are adjustments that can be made to the tests to cater for specific pupil needs. Schools will need to consider access arrangements before administering tests.

The tests have been designed to ensure that pupils working at the level of the tests can access them. However, a small number of pupils may require additional arrangements to enable them to access the tests. Access arrangements are intended to make the tests fair and accessible for all pupils.

To ensure the tests are accessible, the Qualifications and Curriculum Development Agency (QCDA) takes advice from a range of experts, consultants and special educational needs specialists. These include specialist teachers of pupils for whom English is an additional language and specialists who use British sign language or other sign-supported communication.

Typically, pupils needing access arrangements can use the following support:

- additional time
- early opening of test papers to help prepare equipment and the provision of support
- a reader
- a scribe (amanuensis)
- a transcript
- Braille test papers (for pupils with a visual impairment)
- other modified papers (such as enlarged print papers)
- a sign language interpreter
- a language interpreter.

Access arrangements should not provide an unfair advantage to any pupil. The support given must not change the test questions and the answers must be the pupil's own.

In most cases schools will be able to make decisions on access arrangements by looking at the previous years' test papers for guidance. For example, schools can use past papers to prepare readers or scribes, or to decide how to separate a test into sections.

### Science sampling tests

Schools are encouraged to consider their pupils' needs for access arrangements should they be selected to participate in the science sampling tests. When making applications for access arrangements for the national curriculum tests, schools will be asked whether they will also require access arrangements for the science sampling tests.

## Who might need access arrangements?

To decide whether an individual pupil needs access arrangements for the 2011 key stage 2 national curriculum tests and science sampling tests, schools should consider both:

- the pupil's assessment needs
- and
- the type and amount of support that they receive as part of normal classroom practice.

The access arrangements described in this guide may be appropriate for:

- pupils with a statement of special educational needs (as described in the *Special educational needs (SEN) code of practice*<sup>1</sup>) or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA)
- pupils for whom provision is being made in school as part of *School Action* or *School Action Plus* under the *Special educational needs (SEN) code of practice*
- pupils who require alternative access arrangements because of a disability that may or may not give rise to a special educational need
- pupils with English as an additional language (EAL) and who have limited fluency in English.

It is not possible to list all the different situations in which pupils may need access arrangements. Schools should contact their local authority or the national curriculum assessments helpline on 0300 303 3013 for guidance on specific situations not covered by this document.

### Correct use of access arrangements

Schools using access arrangements for a pupil inappropriately in the national curriculum tests and/or science sampling tests may lead to results that do not accurately reflect the pupil's abilities. Inappropriate use of access arrangements can be considered as maladministration and may lead to the annulment of a pupil's results.

Schools must make sure documentation showing that a pupil is eligible for access arrangements is available in the event of a monitoring visit during the test period. This documentation must include evidence that resources are routinely committed to providing this support as part of normal classroom practice.

<sup>1</sup> Available from Department for Education (DfE) publications on 0845 602 2260 or at [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen).

## What do schools need to consider when making access arrangements?

Headteachers, special educational needs coordinators, teachers and other staff may submit applications for access arrangements. It is the headteacher's responsibility to ensure applications are completed as specified in this guide.

The person responsible for making access arrangements for the national curriculum tests and science sampling tests must:

- read this guide on access arrangements and, if appropriate, the guidance notes that support the modified tests
- make sure test administrators, including scribes, readers and transcribers, understand their responsibilities and what they should do during and immediately after the tests
- make sure any adaptations made by the school to the test papers do not change or reword the questions
- make sure that parents or persons with parental responsibility<sup>2</sup> are not involved in the administration of the tests to pupils using access arrangements
- consider administering the tests to pupils using access arrangements, such as prompts, additional time and scribes, in a separate room
- refer any problems encountered when administering the tests immediately to the headteacher.

<sup>2</sup> Parents or persons with parental responsibility also includes carers and guardians. This applies to all references throughout the 2011 key stage 2 *Access arrangements guide* (AAG).

## Timetable variations

Occasionally, requests for changes to the test timetable for individual pupils or for a whole cohort will be granted, subject to:

- the pupil(s) taking the test(s) at the nominated time(s)
- QCDA being informed of any variation to the nominated time(s)
- the pupil(s) being kept apart from other pupils taking the test. It is the headteacher's responsibility to ensure that pupils who have been granted timetable variations have not been in contact with other pupils who have already taken the tests. Headteachers may choose to contact the pupil's parents or persons with parental responsibility to confirm that the integrity of the tests has been maintained.

With QCDA's permission, and subject to the criteria listed above, tests may be rescheduled for the next school day or, in exceptional circumstances, two school days after the scheduled date.

Under no circumstances may a test be taken before the day specified in the statutory timetable. Two types of changes to the test timetable are available, as detailed in the table overleaf. If a school is in any doubt about the type of timetable variation to make, they should contact the national curriculum assessments helpline on 0300 303 3013 as soon as possible.

Applications for, and notifications of, changes to the statutory test timetable must be made using the appropriate form on the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools). Schools will need to have a registered email address and password to access this section of the website.

	Application for a change to the statutory test timetable	Notification of a change to the statutory test timetable between 7am and 7pm on the day of a test
What are valid reasons for a change to the test timetable?	<p>QCDA will consider applications for a change to the test timetable for individual pupils or the whole cohort under the following circumstances:</p> <ul style="list-style-type: none"> <li>■ important appointments that cannot be rearranged, such as hospital appointments, court appearances and national and international sports participation</li> <li>■ schools being used as polling stations for local or general elections where it is not possible to continue with test administration in another part of the school</li> <li>■ delays in the distribution of test materials that affect the administration of tests on the scheduled dates</li> <li>■ observance of religious festivals</li> <li>■ unforeseeable problems with the running of the school, for example flooding</li> <li>■ having a short working day, for example in a pupil referral unit.</li> </ul>	<p>Schools must notify QCDA of a timetable change for individual pupils made on the day of a test. Examples of acceptable circumstances are:</p> <ul style="list-style-type: none"> <li>■ a pupil being ill</li> <li>■ a pupil arriving late</li> <li>■ moving a test to the afternoon for a pupil who arrives in school on the morning of a scheduled test with a broken arm, to enable the school to put in place arrangements for a scribe</li> <li>■ staggering the tests where a number of pupils require readers, translators or scribes, and there would not be enough staff to support them if they were to take the test at the same time.</li> </ul>
What are not valid reasons for a change to the test timetable?	<p>QCDA will not allow a change to the test timetable for:</p> <ul style="list-style-type: none"> <li>■ family holidays or other family engagements</li> <li>■ school activities, for example staff training events, field trips and excursions.</li> </ul>	<p>It is the headteacher's responsibility to make a judgement on the validity of any proposed timetable variations.</p> <p>In the interest of pupil welfare, the timetable cannot be varied for pupils to take the tests before 7am or after 7pm.</p>



	Application for a change to the statutory test timetable	Notification of a change to the statutory test timetable between 7am and 7pm on the day of a test
What do I need to do after submitting the form?	Schools will receive an automated email once their application has been reviewed. To check the outcome of an application, or to see whether further information is required, schools should log in to the 'Access arrangements' section of the <i>NCA tools</i> website at <a href="http://www.qcda.gov.uk/ncatools">www.qcda.gov.uk/ncatools</a> . The test must not be taken until the application has been formally approved.	Nothing. This is a notification to QCDA of an arrangement made by the school with the agreement of the headteacher.
What are headteachers' responsibilities when varying the statutory test timetable?	Headteachers must ensure that under no circumstances are tests opened and administered before the scheduled test date. Schools must not administer a timetable variation unless the headteacher can confirm that: <ul style="list-style-type: none"> <li>■ the content of the tests has remained confidential</li> </ul> and <ul style="list-style-type: none"> <li>■ the pupil has not had contact with other pupils taking the test at a different time.</li> </ul>	
What happens if a school varies the timetable without permission?	It is maladministration for a school to vary the statutory test timetable without permission from QCDA or without providing notification to QCDA, as appropriate. Where this happens, pupils' results may be annulled and will not be reported as part of the statutory assessment process.	

## Access arrangements explained

### Early opening

A school may ask to open test papers, including modified test papers, more than one hour before a test is due to start, for example to make preparations for a pupil with special educational needs. Schools must apply for permission for early opening from their local authority (for maintained schools) or QCDA (for independent schools and academies) using the application form on the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/nca\\_tools](http://www.qcda.gov.uk/nca_tools).

### How early can tests be opened?

With permission, schools may open test papers up to one school day before the test is due to start.

### In what circumstances will permission be given for early opening?

Schools will only be given permission to open test papers early if they need to prepare apparatus or make adaptations to text. For example, early opening may be appropriate when:

- preparations need to be made to use modified large print or Braille versions of the tests, such as setting up visual scanning equipment or preparing tactile examples
- some or all of a test paper needs to be enlarged to a particular font size for a pupil with a visual impairment or specific educational need
- a pupil uses apparatus or adaptations to text as part of normal classroom practice that cannot be prepared in the hour before the start of the test (the pupil will usually be under *School Action Plus* of the *Special educational needs (SEN) code of practice* or have a statement of special educational needs)
- communicators or sign language interpreters need to coordinate the presentation of a test to a large number of pupils with a hearing impairment and/or pupils who use sign language
- test materials need to be securely transported by the school to another location such as a pupil referral unit or hospital school where a test is to be administered.

### In what circumstances will permission be refused for early opening?

Early opening to prepare apparatus or make adaptations to text is not appropriate when, for example:

- a pupil is working below the level of the test
- a pupil does not use apparatus or adaptations to text as part of normal classroom practice
- a pupil's needs would be better catered for by other access arrangements such as rest breaks and/or working in a separate room.

### Applying for early opening

Applications for permission for early opening must be made by 5pm on Monday 28 February 2011 on the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/nca\\_tools](http://www.qcda.gov.uk/nca_tools).

Applications from maintained schools are processed by their local authority. Maintained schools should contact their local authority key stage 2 assessment coordinator if they need further advice on how to complete the application.

Applications from independent schools and academies are processed by QCDA. Independent schools and academies should contact the national curriculum assessments helpline on 0300 303 3013 if they need advice on how to complete an application.

Alternatively, these schools can email their queries to the access arrangements coordinator at [earlyopening@qcda.gov.uk](mailto:earlyopening@qcda.gov.uk).

All requests for early opening must be submitted by 5pm on Monday 28 February 2011. Late applications will only be considered if they relate to a pupil who joined the school on or after Monday 31 January 2011 or whose special educational needs have changed significantly since the application deadline has passed.

To make an application after the deadline, maintained schools should contact their local authority. Independent schools and academies should contact the national curriculum assessments helpline on 0300 303 3013 and ask to speak to the access arrangements coordinator.

All requests for early opening will be processed by Friday 15 April 2011. Schools will receive an automated email once their application has been reviewed. To check the outcome of an application, or to see whether further information is required, schools should log in to the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools).

### Early opening of modified tests

Schools must submit an application to open modified tests early as with standard versions of the tests. Schools may open and assemble any models supplied for the modified large print and Braille mathematics and science sampling tests up to two school days before the test (the opening date is stated on the front cover of *Guidance notes: model packs*).

Modified versions of the tests are accompanied by modified subject-specific guidance for administering the tests. These test papers may be opened up to one school day before the test (the opening date is stated on the front

cover of the guidance). The content of the guidance is strictly confidential and must not be passed on or circulated in any way.

The modified test administrators' guides will be available on the QCDA website at [www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests) in March 2011.

### Early opening of more than one school day

A very small number of schools may need longer than one school day to make arrangements. For example, a teacher may need to make preparations for a large number of pupils with a visual or hearing impairment, or other special educational needs. In such cases, schools must write to QCDA giving precise reasons for needing more time.

Requests should be emailed to [earlyopening@qcda.gov.uk](mailto:earlyopening@qcda.gov.uk) by 5pm on Monday 28 February 2011.

Alternatively, written requests can be sent to:

The access arrangements coordinator,  
QCDA, 53–55 Butts Road,  
Earlsdon Park, Coventry CV1 3BH.

### Security arrangements for early opening

Schools must receive written confirmation from their local authority or QCDA before opening tests early. Only the headteacher or a person making adaptations to test papers should have access to test papers that have been opened early.

The headteacher is responsible for safeguarding the security and confidentiality of test materials until they are dispatched for external marking.

## Additional time

Pupils with a statement of special educational needs are permitted up to 25 per cent additional time for written tests at the school's discretion. Schools do not need to request permission for additional time for pupils with a statement of special educational needs.

Pupils using modified large print or Braille versions of the tests are automatically entitled to up to 100 per cent additional time.

Pupils using enlarged print versions of the tests are not automatically entitled to additional time unless they have a statement of special educational needs, in which case they are allowed up to 25 per cent additional time for written tests at the school's discretion.

Pupils with permanent or long-term hearing impairment, or who access the tests using 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.

Schools do not need to make applications for additional time for the spelling test, as this test is not strictly timed and the time quoted is for guidance only. In all other cases, if a school believes a pupil needs additional time to access a written test, permission must be requested.

### Applying for additional time

Applications for permission to provide additional time must be made by 5pm on Monday 28 February 2011 on the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools).

Applications from maintained schools are reviewed by their local authority. Maintained schools should contact their local authority

key stage 2 assessment coordinator if they need advice on how to complete the application.

Applications from independent schools and academies are reviewed by QCDA. Independent schools and academies should contact the national curriculum assessments helpline on 0300 303 3013 if they need advice on completing their application.

All requests for additional time must be submitted by 5pm on Monday 28 February 2011. Late applications will only be considered if they relate to a pupil who joined the school on or after Monday 31 January 2011 or whose special educational needs have changed significantly since the application deadline.

To make an application after Monday 28 February 2011, maintained schools should contact their local authority. Independent schools and academies should contact the national curriculum assessments helpline on 0300 303 3013 and ask to speak to the access arrangements coordinator.

All applications for additional time will be reviewed by Friday 15 April 2011. Schools will receive an automated email once their application has been reviewed. To check the outcome of an application, or to see whether further information is required, schools should log in to the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools). Applications may be rejected if requests for additional information are not met.

## What evidence is required?

Schools need to provide evidence to support their application and to show that the pupil meets the criteria outlined below. This evidence can be in the form of tests.

Tests used to produce evidence for the following criteria should be up to date and fully standardised. The tests should be age appropriate and have a ceiling level equivalent to, or above, the chronological age of the pupil.

A list of some of the available tests is published in the *Assessing pupils' eligibility for additional time* guidance available at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements). This list can help schools find tests for assessing pupils for additional time applications in the key stage 2 national curriculum tests and science sampling tests. Please note that these tests are not endorsed by QCDA and this list is not exhaustive.

Any test 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 (not including specific learning difficulties) or cognitive ability scores. Data from QCDA optional tests and previous national curriculum tests cannot be used as evidence, as these tests are not designed to assess a pupil's eligibility for additional time. Each application for additional time is considered against the profile set out below.

To be eligible for up to 25 per cent additional time, a pupil must meet:

- at least three of the criteria outlined in section A
- or
- one of the criteria outlined in section B.

## Section A

If a pupil meets three or more of the following criteria then they will be eligible for up to 25 per cent additional time.

**A1.** The pupil's reading score is in the below average range for the pupil's age (using a test of comprehension, single word reading or reading rate, that is, accuracy and speed). 'Below average' refers to a standardised score of below 85.

**A2.** The pupil increases their reading comprehension age by nine months or more when allowed 25 per cent additional time to complete a timed reading test, or there is other evidence of slow reading speed.

Most pupils will complete a timed reading test in the time allowed. Pupils who work very slowly may benefit from additional time to complete the test, and this could be used as evidence in applications for additional time. Pupils shouldn't be told at the start of the test that additional time will be allowed as this may cause them to slow down their work. Pupils should be provided with two different coloured pens and should be asked to change pen at the start of the additional time allowance. It is then possible to check how the additional time has been used (for example to continue answering, to proofread, or to complete questions missed out).

**A3.** The pupil has a free writing speed of 10 words or fewer per minute. A recognised test of writing speed should be carried out or a pupil should be asked to write for at least 10 minutes and the number of words written per minute calculated.

**A4.** The pupil has a phonological processing speed that is in the low range or below average range for the pupil's age. 'Low' or 'Below average' refers to a standardised score of below 90.

**A5.** There is a significant discrepancy between the pupil's cognitive ability and their performance, shown by:

- at least average verbal reasoning, non-verbal reasoning, or quantitative scores alongside below average literacy scores (as per criterion A1) – 'at least average' here refers to standardised scores of 90 or above, and 'below average' to a standardised score of below 85

and/or

- a difference of 20 points or more between verbal and performance IQ. Performance IQ tests are usually administered by educational psychologists

## Section B

Pupils will be considered eligible for up to 25 per cent additional time if they meet one of the following criteria:

**B1.** Pupil has limited fluency in the English language – EAL at level 1 (threshold or secure) or level 2 of the common scale for assessment provided in *A language in common* (QCA/00/584).

These pupils are working below the level of the English tests and should not be entered for them. Additional time will not be granted for these pupils for the English tests. However, additional time will be granted in mathematics and science for these pupils if they are working at the level of these tests.

*A language in common* is available to download from the QCDA website at [www.qcda.gov.uk/resources](http://www.qcda.gov.uk/resources) and can be ordered from the QCDA orderline on 0300 303 3015 by quoting reference QCA/00/584.

**B2.** An appropriate professional has made a recent recommendation for additional time because of a physical disability, medical condition or sensory impairment that affects the pupil's ability to access the tests. Such professionals might include a doctor, educational psychologist, physiotherapist, occupational therapist, or a qualified teacher of pupils with a visual or hearing impairment. Please include the name of the professional and the date of the report in your application.

The recommendation must make clear why the condition affects the pupil's ability to work under timed conditions. Applications with recommendations that do not make this clear may be rejected. Any relevant scores in the report should be included.

For pupils who have specific learning difficulties, the recommendation must be obtained no earlier than the start of the previous school year.

**B3.** Other exceptional circumstances. There may be a very small number of pupils who genuinely need additional time to complete a test but do not meet the above criteria. Appropriate evidence, including details of how additional time will enable them to access the tests, must be provided.

### In what circumstances is additional time not appropriate?

Examples of when additional time is not appropriate are listed below.

- The pupil's needs would be better catered for by other access arrangements such as rest breaks, a prompter and/or working in a separate room. This may be particularly relevant in the case of pupils with emotional or behavioural difficulties, or with poor concentration.
- The pupil does not receive additional time on a regular basis in school. If additional time is not normally provided in school, pupils are unlikely to find it useful in the tests.

Additional time will not be granted when:

- it is not appropriate (as listed above)
- the minimum number of criteria from section A or section B has not been met
- the application form has not been correctly completed and/or received by 5pm on Monday 28 February 2011.

Pupils for whom provision is being made under the *Special educational needs (SEN) code of practice* and who do not have a visual impairment, hearing impairment or motor impairment are not allowed any additional time for the mental mathematics test. In these cases, additional time is unlikely to be helpful.

### How much additional time may be given?

When permission is given for a particular pupil to have additional time in a particular subject, they can be given up to 25 per cent additional time to complete the written tests in that subject.

### Pupils needing more than 25 per cent additional time

A very small number of pupils might need more than 25 per cent additional time for the written tests (or 100 per cent for the modified large print and Braille versions of the tests). In such cases, maintained schools must contact their local authority, and independent schools and academies must email QCDA at [additionaltime@qcda.gov.uk](mailto:additionaltime@qcda.gov.uk). These requests will only be approved in exceptional circumstances. Schools should consider carefully whether a pupil will actually benefit from an extended period of additional time or whether rest breaks are more appropriate.



## Reading arrangements

Schools can make the following access arrangements at their own discretion – they do not need to request permission. However, using a reader must be normal classroom practice and schools must have evidence to show that resources are routinely committed to providing this support.

### Using readers

The school must arrange for a reader to be on hand for pupils taking a test who regularly have reading support in the classroom. A reader must be used on a one-to-one basis only. In most cases, this will apply to pupils whose reading age is much lower than their actual age (as a guide, a reading age of nine or lower). Readers must not be used with pupils who are capable of reading the test materials on their own. Local authorities and QCDA will monitor whether schools are using readers correctly during the test period. The inappropriate use of readers may lead to the annulment of a pupil's results.

Readers are usually teachers or support assistants but do not need to be specialists in the subject being tested. They should be able to read accurately and at a reasonable speed. The reader must not be another pupil at the school or a relative, parent or person with parental responsibility of the pupil.

Before the test period, the school needs to make sure readers understand:

- the test format and style
- their role
- any subject-specific issues that might arise.

During a test, test administrators can read specific words or phrases to a pupil when asked. This is available to all pupils. This does not constitute having a reader.

In contrast, the use of a one-to-one reader will involve the reading of larger amounts of text and must be normal classroom practice. Schools can use past test papers to help readers prepare. The 2011 test papers must not be opened early for this purpose.

### Using readers in the English tests

In the English reading test, readers may help the pupil to read general instructions. This includes information on the front cover of the test paper and any directions that are not part of the actual questions. Readers must not read out the reading comprehension text and must not read back any of the pupil's responses in the English reading test.

In the English writing tests, readers may help a pupil as outlined above for the reading test, and they may also help by repeating the writing prompts that the teacher reads to the whole class. Readers may also read back to the pupil, at the pupil's request, any part of their responses in the writing tests.

Pupils cannot read their answers to a test administrator unless they are working on a one-to-one basis with a test administrator in a separate room.

### Using readers in the mathematics and science sampling tests

Readers may help a pupil to read any part of the mathematics and science sampling tests, including:

- reading signs, symbols and numbers (symbols may be read but the process or operation should not be indicated)
- reading back a pupil's response, at the pupil's request
- clarifying instructions, as long as no additional information is given and the assessment is not invalidated



- reading, but not clarifying, subject-specific vocabulary
- in multi-part questions, referring pupils back to the previous part of the question.

Further information will be available in the *Test administrators' guide* and *Science sampling test administrators' guide*.

A pupil may need more than single words or sentences read to them. Some pupils' identified needs, for example their individual education plan, will show that they need the whole question paper read to them so that they can access the test. In this case, schools should administer the test to the pupil in a separate room.

## Writing arrangements

Schools can make the following access arrangements at their own discretion – they do not need to request permission. However, the appropriate template should be downloaded from the 'Access arrangements' section of the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements). This template should be completed and sent with the pupil's test scripts to the external marker.

For more information on access arrangements for the mental mathematics test for pupils with motor impairments, see page 30 of this guide.

## Using scribes

In a small number of cases a pupil will need to use a scribe to enable them to access the key stage 2 tests. A scribe (also called an amanuensis) is a writing assistant who writes out answers dictated by the pupil. The scribe should not be another pupil at the school or a relative, parent or person with parental responsibility of the pupil taking the test. The scribe may also act as a reader.

The use of a scribe must be normal classroom practice and schools must have evidence to show resources are routinely committed to providing this support. See overleaf for information on using a scribe for a pupil when they have unforeseen injuries.

Whenever a pupil uses a scribe the school must complete the *Use of a scribe* form and attach it to the pupil's test script. The *Use of a scribe* form can be downloaded from the 'Access arrangements' section of the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements). The scribe for each pupil must be identified by name. If a scribe is being provided because of an unforeseen injury and the pupil is unfamiliar with working with a scribe, the school should consider providing 25 per cent additional time. Schools do not need to apply for this.

### When can a scribe be used?

A scribe can be used when a pupil is:

- physically unable to write their own answers or use a word processor
- physically able to write, but has a severe motor impairment that causes physical discomfort when writing (the pupil should regularly use a scribe as part of normal classroom practice)
- physically able to write, but writes very slowly
- physically able to write, but finds writing challenging.

In all cases, before deciding to use a scribe schools should consider using a word processor or transcription, or ordering enlarged print tests (if the pupil has large handwriting). A scribe should only be used if none of these options are appropriate and the pupil uses a scribe as part of normal classroom practice.

There may be instances where the pupil will not need to use a scribe for the whole test. For example, if the pupil experiences fatigue part of the way through the test, or if a visually impaired pupil writes over their own handwriting and this needs to be made clear. If this is likely to occur, the school should make arrangements for a scribe in advance. The pupil may start the test without assistance and begin using a scribe when needed.

The inappropriate use of a scribe may lead to the annulment of a pupil's results.

### The role of a scribe

When writing out a pupil's answers, a scribe must:

- ensure all language, punctuation and phrasing is the pupil's own
- not pause for spellings to be dictated (apart from in the spelling test) unless the pupil usually works in this way
- work at the pupil's own pace and not hurry them if they need time for reflection, reading or rest
- follow precisely the pupil's instructions to draw or add to diagrams, charts and graphs in the mathematics and science sampling tests
- ask the pupil to dictate punctuation as well as words in the writing test
- ask the pupil to clearly spell out each word in the spelling test (the school consider administer the spelling test in a separate room)
- make a correction on a typescript or Braille script if asked to do so by the pupil
- not transcribe a Braille script to print.

A scribe must be able to write legibly, at a reasonable speed and have a working knowledge of the subject, wherever possible.

If a scribe is used in the English writing test (longer task), a compensatory mark of 2 (out of 3) is awarded for handwriting.

### Unforeseen injuries

Every year, a few pupils have unforeseen injuries that affect their ability to take the tests. If there is time before the tests, a pupil who needs to use a scribe unexpectedly should be given the chance to practise under test conditions. Schools should contact the national curriculum assessments helpline on 0300 303 3013, not their local authority, if they feel a pupil needs more than 25 per cent additional time due to an unforeseen injury. However, it should be noted that the 25 per cent additional time available for unforeseen injuries does not apply to the mental mathematics test.

If advance notice is not possible, schools must notify their local authority (maintained

schools) or QCDA (independent schools and academies) of any arrangements involving additional time because of unforeseen injuries. Independent schools and academies should email their notification to [additionaltime@qcda.gov.uk](mailto:additionaltime@qcda.gov.uk) with 'unforeseen injury' in the subject line.

### Using transcripts

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. Pupils for whom a transcript might be required should be identified before the tests. The original paper must always be sent to the marker with the transcript. If the marker can read the pupil's writing, they will mark the original work. The marker will always look at the pupil's original test script to mark the handwriting for the English writing test (longer task).

When transcribing a pupil's work the following guidelines must be adhered to.

- A transcript can only be made at the end of the test.
- A test administrator should transcribe the work, with the pupil present, as soon as possible after the test has been completed.
- The pupil should be kept separate from the rest of the cohort until the transcript is complete.
- Care must be taken to ensure no original answers are changed.
- All punctuation and phrasing must be the pupil's own.
- Spelling can be corrected, except in the spelling test.
- A different colour pen must be used to transcribe onto the pupil's test script.
- Extensive/full transcripts should be transcribed onto a new test paper.

Pupils who cannot read their own writing should use a word processor or scribe, if this is normal classroom practice. Whenever a school makes a transcript of a pupil's work it must complete the *Use of a transcript* form, available at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements), and attach it to the pupil's test script.

Failure to attach the appropriate forms to the completed test scripts could result in the test scripts being investigated for maladministration.

Braille test scripts should not be transcribed as QCDA will make appropriate marking arrangements.

### Using word processors

Pupils who normally use word processors may use them for the mathematics and science sampling tests.

However, for the English tests, word processors may only be used by:

- pupils with special educational needs who would not otherwise be able to access the tests
- pupils who use a word processor or technical or electrical aid as part of normal classroom practice.

Pupils who are eligible to use a word processor for the English writing test (longer task) will be awarded a compensatory mark of 2 (out of 3) for handwriting. Pupils who are physically able to write and do not use a word processor as part of normal classroom practice will be awarded zero marks for handwriting.

A pupil who uses a word processor for its editorial functions must not use it in the tests. For all tests, word processor tools that help with spelling, punctuation and grammar must be switched off. Spellcheckers must not be used in the spelling test.

Whenever a pupil uses a word processor, the school must complete the *Use of a word processor or other technical or electrical aid* form and attach it to the pupil's test scripts. The form can be downloaded from the 'Access arrangements' section of the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).

### Using technical or electrical aids

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

and/or

- 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 schools must have evidence to show resources are routinely committed to providing this kind of support. Predictive text is not allowed in the spelling test. The word bank from which the words are drawn must be no shorter than an average sized school dictionary – it is not acceptable to use packages that rely solely on word lists created by teachers.

Whenever a pupil uses a technical or other electrical aid the school must complete the *Use of a word processor or other technical or electrical aid* form and attach it to the pupil's test script. The form can be downloaded from the 'Access arrangements' section of the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).

## Arrangements for pupils with a visual impairment

Schools can make the following access arrangements at their own discretion – they do not need to request permission. For more information on access arrangements for the mental mathematics test for pupils with a visual impairment, see page 28 of this guide.

### Using modified tests

Modified large print, Braille and enlarged print tests are available for pupils with a visual impairment or specific special educational needs:

- who have a statement of special educational needs
- whose needs are being met under *School Action Plus* of the *Special educational needs (SEN) code of practice*
- who have a medical condition based on a visual impairment (this must be supported by a doctor's certificate).

Enlarged print tests, and in exceptional circumstances modified large print tests, can also be ordered for pupils with special educational needs other than a visual impairment. The QCDA modified test agency should be contacted for advice on ordering the enlarged print or modified large print tests in these circumstances. The QCDA modified test agency can be contacted on 0844 500 6727.

Schools should decide which test paper format is most appropriate for pupils when they order test materials. For more information on the different options available, see section 9.2 of the 2011 key stage 2 ARA.

In exceptional cases it may be appropriate to enlarge or reduce sections of the text in the modified large print or enlarged print versions of the tests. Where a pupil's visual impairment

requires more significant adaptations to the tests, schools should contact the QCDA modified test agency on 0844 500 6727 for guidance.

### Helping pupils with a visual impairment or other special educational needs

Schools may open test papers up to one hour before a test is due to start to make the adaptations listed in the table below. If a school needs to open test papers more than

one hour before a test is scheduled to start, an application for early opening must be made and approved.

Readers and test administrators may help pupils who are using the Braille version of the tests to use tactile diagrams, graphs and tables to obtain information that the printed paper would give to a sighted pupil.

#### Access arrangements for pupils with a visual impairment

##### Making recorded versions of the mathematics and science sampling tests

- Schools may provide recorded versions of the written mathematics and science sampling tests for pupils who regularly use recordings or have access to readers as part of normal classroom practice. Recorded versions can also be used alongside the modified versions of the tests.
- The general instructions for the tests may be clarified in recorded versions, but no other changes can be made to the wording of the tests.
- Pupils who will use recorded versions of the tests should be given opportunities to use recordings beforehand, so that they are able to show their best work on the day of the test. Practice recordings used for this purpose must not be based on the content of any of the 2011 tests.
- Recorded versions of the English tests are not allowed.

##### Enlarging modified test papers

- Schools may enlarge the modified test papers further on a photocopier or scanner to meet individual pupils' needs, with the exception of certain mathematics questions (see 'Enhancing diagrams' overleaf).

##### Photocopying onto coloured paper or using coloured overlays

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

### Access arrangements for pupils with a visual impairment – continued

<p><b>Enhancing diagrams</b></p>	<ul style="list-style-type: none"> <li>■ Schools may enhance the shading on diagrams (including Braille tactile diagrams), charts and graphs to increase their visual clarity. Bold lines may also be added for pupils with spatial perception difficulties. When doing this, care must be taken not to invalidate the assessment by drawing the pupil's attention to the response sought.</li> <li>■ Diagrams may also be enlarged, cut out, embossed or mounted on card or other materials (in line with normal classroom practice). Again, care must be taken to avoid changing the nature of any question, particularly in mathematics.</li> <li>■ Diagrams in certain questions in the mathematics papers must not be enlarged. QCDA will inform schools which questions cannot be enlarged in the subject-specific guidance for the standard and modified tests.</li> <li>■ Diagrams must not be altered in any other way.</li> </ul>
<p><b>Use of emphasis in modified large print and Braille test papers</b></p>	<ul style="list-style-type: none"> <li>■ Bold, underlining, upper case text and italics are sometimes removed from the modified large print and Braille test papers to increase accessibility. Schools may use underlining, highlighting, readers (for mathematics, science, English writing, and general instructions only in English reading) or any other method to emphasise words presented in bold, underlining, upper case text and italics in the standard versions of the tests, provided it does not give an unfair advantage to the pupil.</li> </ul>
<p><b>Adapting Braille test papers into grade 1 Braille or non-capitalised Braille</b></p>	<ul style="list-style-type: none"> <li>■ Schools may adapt Braille test papers into grade 1 Braille or non-capitalised Braille to meet individual pupils' needs.</li> </ul>
<p><b>Using low-vision aids</b></p>	<ul style="list-style-type: none"> <li>■ Pupils who normally use technical or electrical aids, including low-vision aids such as closed-circuit TV/JOCR scanners, may use these for the tests.</li> <li>■ Whenever a pupil uses a technical or electrical aid, the school must complete the <i>Use of a word processor or other technical or electrical aid</i> form and attach it to the pupil's test script. The form can be downloaded from the 'Access arrangements' section of the QCDA website at <a href="http://www.qcda.gov.uk/accessarrangements">www.qcda.gov.uk/accessarrangements</a>.</li> </ul>

## Arrangements for pupils with a hearing impairment and/or pupils who use sign language

Schools can make the following access arrangements at their own discretion – they do not need to request permission. For more information on access arrangements for the mental mathematics test for pupils with a hearing impairment, see page 29 of this guidance.

### Using communicators and sign language interpreters

The teacher responsible for access arrangements should, with the headteacher, make arrangements for communicators or sign language interpreters to support pupils who use British sign language or other sign-supported communication, or who supplement their residual hearing with lip-reading.

### Preparing communicators and sign language interpreters

The test papers must not be opened early for communicators and sign language interpreters unless they need to make extensive preparations. For more information on early opening, see page 10 of this guide.

Modified subject-specific guidance for communicators and sign language interpreters will be issued to schools that order the mental mathematics test for pupils with a hearing impairment. This guidance may also be ordered separately for pupils who access the curriculum through sign language but do not have a hearing impairment. The guidance may only be opened on the dates printed on the covers.

The *Modified test administrators' guide* for pupils with a hearing impairment and pupils who use sign language can be downloaded from the QCDA website at [www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests) from March 2011.

Communicators and sign language interpreters should ensure they are familiar with the contents of this guidance.

Communicators and sign language interpreters need to decide the best method of communication for an individual pupil, for example:

- saying a word or phrase
- rephrasing orally
- signing
- writing.

As subject-specific words do not always have a clear and meaningful sign, teachers often develop their own signs for these words. All staff supporting pupils should be aware of these signs and use them during the tests.

### Communicating instructions and test content

In the written mathematics and science sampling tests, communicators and sign language interpreters may translate the whole test paper into sign language or sign-supported English. Translations must not be made by a parent or person with parental responsibility, or a relative, of the pupil.

Where questions refer to past or future events, or to words or diagrams used earlier in the questions, pupils may be given reminders and parts of the question may be repeated. Objects may also be used as prompts, provided they do not give the pupils an unfair advantage.

In the English tests, only general instructions (for example, information on the front cover of the test paper) and writing prompts that are read to the whole class may be communicated. In the reading test, help must not be given with reading or understanding the questions, or passages of text on which questions are based. In the spelling test, the words to be spelt may be communicated (without using finger spelling).



In all tests, sign language interpreters need to take care not to indicate the answer required through the signs they use.

### Recording pupils' responses in the mathematics and science sampling 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 sign language interpreters 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. If pupils are signing responses, other pupils must not be able to see what they are signing.

### Exemptions for pupils with a profound hearing impairment for the mental mathematics and spelling tests

There may be some pupils with a profound hearing impairment who are unable to participate in the spelling test and the mental mathematics test. In these cases, schools should send an email to QCDA at [compensatorymarks@qcda.gov.uk](mailto:compensatorymarks@qcda.gov.uk) no later than 5pm on 28 February 2011. They should summarise the situation and request a formal exemption from the spelling and mental mathematics tests.

For more information call the national curriculum assessments helpline on 0300 303 3013 or email [assessments@qcda.gov.uk](mailto:assessments@qcda.gov.uk).

If the request for a formal exemption is approved, the pupil should be marked as A (for absent) for their spelling and mental mathematics tests. They will then be given a compensatory mark for these papers based on

average scores during pre-testing. This means that pupils will still get a subject level provided that they have completed the written papers for the subjects and have gained enough marks overall.

### Arrangements for pupils using apparatus

Schools can make the following access arrangements at their own discretion – they do not need to request permission. In the mathematics and science sampling tests, teachers may provide real objects that look like those illustrated in the tests, as long as this is normal classroom practice. This arrangement is normally used for pupils to be supported in accessing two-dimensional diagrams. Teachers may indicate on the test papers where real objects are available for pupils to look at.

In the mathematics tests, teachers must take care to use shapes that are identical to those drawn and to keep relative sizes the same. Pupils should not use:

- number apparatus
- counters
- number squares
- dotted or squared paper.

In the science sampling tests, teachers may show pupils the apparatus or materials illustrated in the test papers. However, pupils must not experiment with the apparatus.



## Concentration-related or fatigue-related arrangements

Schools can make the following access arrangements at their own discretion – they do not need to request permission.

### Taking rest breaks

Schools can allow rest breaks for 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 sections of the test on the timetabled day
- make sure 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.

The content of the test must not be discussed during a rest break. Schools that allow pupils to talk during rest breaks may have their results annulled. Schools providing rest breaks must stop the clock and must not give additional time. Rest breaks can be used during the reading passage in the English reading test. However, all of the reading passage must be read before the questions are seen or attempted.

If a school is considering using rest breaks and additional time together, it must apply for permission for additional time. See page 12 of this guide.

### Using prompters

Schools may use prompters in all tests to help pupils with attention-related challenges. Prompters should only be used to draw a pupil's attention back to the task – not to advise the pupil on which questions to do, when to move on to the next question or the order in which to attempt questions. Ideally, the prompter should be the pupil's own learning support assistant, so that they know the pupil is not, for example, simply looking away from the paper while thinking. A prompter must not be a relative, parent or a person with parental responsibility of the pupil.

The prompter must be used on a one-to-one basis and should work with the pupil in a separate room from the rest of the cohort. Before the test, they should agree the best way to prompt, for example by tapping lightly on the pupil's desk (without indicating any specific part of the test paper). Verbal prompting may be used where this is in line with the support the pupil normally receives in the classroom.

In situations where the pupil finds it difficult to concentrate on individual questions, adhesive notes or stickers may be used to cover other questions on the page. However, the whole of the question the pupil is currently working on should remain uncovered. Adhesive notes or stickers should only be used when it is in line with the support the pupil normally receives in the classroom.

## Arrangements for pupils with English as an additional language

All arrangements for pupils with English as an additional language (EAL) must be based on normal classroom practice and should be made in the best interest of the pupil. The school must have evidence that any support provided in the tests is also provided in the classroom.

Pupils with EAL who are not working at the level of the tests should not be entered for the tests and should be entered as 'B' on the *Attendance register*.

Pupils with EAL who have just arrived in the country and for whom the school has not been able to establish a level should not be entered for the tests and should be entered as 'T' on the *Attendance register*.

If pupils with EAL normally work in the English language in the classroom, they should also access the tests by reading and writing in English. If pupils with EAL use a combination of English and their first language in the classroom, a number of options are available in the tests, as long as the option chosen reflects normal classroom practice.

### Mathematics and science sampling tests

There are various arrangements to support pupils sitting the mathematics and science sampling tests.

- The pupil can read the tests in English and answer in their first language. A transcript should then be made by the pupil's usual translator. The pupil's test script, translated test script and *Use of a transcript* form should then be sent to the external marker.
- A reader can be provided to read the tests to the pupil in English and the pupil can then write their answer in English. No transcript is necessary.
- A reader can be provided to read the tests to the pupil in English and the pupil can then write their answer in their first language. A transcript should be made by the pupil's usual translator. The pupil's test script, translated test script and *Use of a transcript* form should then be sent to the external marker.
- An oral translation in their first language can be given to the pupil by a translator at the time of the tests and the pupil can then write their responses in English.
- An oral translation can be given to the pupil in their first language by a translator at the time of the tests and the pupil can then write their responses in their first language. A transcript should be made by the pupil's usual translator. The pupil's test script, translated test script and *Use of a transcript* form should then be sent to the external marker.
- A written translation can be provided to the pupil and the pupil can then respond in English. No transcript is necessary.
- A written translation can be provided to the pupil and the pupil can then respond in their first language. A transcript should then be made by the pupil's usual translator. The pupil's test script, translated test script and *Use of a transcript* form should then be sent to the external marker.

The *Use of a transcript* form is available on the 'Access arrangements' section of the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).

If written or oral translations are not normally provided in the classroom, they should not be provided in the tests. Where oral translations or readers are provided, this must be on a one-to-one basis. If a pupil provides answers orally, this must also be on a one-to-one basis. If only one translator is available and several pupils require a translator, timetable variations should be considered.

If written translations are normally provided in the classroom, they can be made for the tests during the hour before the test is due to start. If, due to exceptional circumstances, it is not possible to complete the translation in the hour before the tests, an application needs to be made to open the tests one day early. For further details on early opening, see page 10 of this guide.

Please note that the headteacher is responsible for assuring the quality of any translation made.

### English tests

The English tests are a test of a pupil's ability to read and write in English. Oral and written translations of the questions cannot be given. Only the general instructions (information on the front cover of the question paper) can be translated. No help may be given with reading or understanding the questions or passages of text on which questions are based.

Inappropriate use of translators may lead to annulment of the pupil's results.

### Preparing translators

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.

Translators need to bear in mind that pupils with EAL may not be familiar with some subject vocabulary and technical terms in their preferred language and should be advised of this by the school.

Translators must not be a relative, parent or person with parental responsibility of the pupil requiring a translation.

## Arrangements for the mental mathematics test

With the exception of the pupils described in the categories below, the recorded version of the mental mathematics test must be administered to all pupils. In most cases, pupils who need the specific support described in the categories below will have a statement of special educational needs or will be pupils with EAL.

Headteachers must ensure access arrangements are only used for the mental mathematics test in appropriate cases. The test must be administered on Wednesday 11 May 2011.

If a school needs to administer the mental mathematics test individually or in small groups, the headteacher is responsible for making sure pupils do not have an opportunity to discuss the content of the test until they have all taken it.

Schools can make the following access arrangements at their own discretion – they do not need to request permission.

### Additional time and early opening

With the exception of the pupils described in the categories below, no additional time will be allowed for the mental mathematics test. Pupils who have been given permission for additional time in the written tests, including those with a statement of special educational needs, are not entitled to additional time for the mental mathematics test unless they fall into the categories described below.

If schools need to translate the mental mathematics test, they must apply for permission for early opening in the usual way. For further details, see page 10 of this guide.

## Arrangements for pupils with a visual impairment

Pupils with a visual impairment who use modified versions of the written tests may also need the following access arrangements to ensure they have access to the information on the mental mathematics answer sheet.

- Pupils who use modified large print papers for the written mathematics test will be provided with a modified version of the mental mathematics answer sheet. These pupils must not use the standard recorded version of the mental mathematics test. A modified script will be provided.
- Pupils who use Braille will be provided with grade 2 Braille versions of the stimulus material from the answer sheet. These pupils must not use the standard recorded version of the mental mathematics test. A modified script will be provided.

Due to changes to timings and the modification of some questions, neither the recorded version of the test nor the standard script can be used with the modified large print and Braille materials. In these cases, the mental mathematics test must be administered in a separate room on a one-to-one or small-group basis.

Modified subject-specific guidance on administering the mental mathematics test for pupils using modified large print or Braille versions of the tests will accompany the modified tests.

Pupils who use enlarged print tests must use the standard recorded version of the mental mathematics test. They must not be given additional time to answer test questions or to familiarise themselves with any stimulus material.

### **Additional time for pupils using modified large print or Braille versions of the mental mathematics test**

Pupils using the modified large print or Braille versions of the mental mathematics test may be given as much additional time as they need to familiarise themselves with any stimulus material before a test question is read.

Once a question has been asked, teachers may allow pupils up to 100 per cent additional time to process the question and record their answer. The additional time is reflected in the modified script. Timings in the script must be strictly adhered to.

### **Arrangements for pupils with a hearing impairment and pupils who use sign language**

For pupils with a hearing impairment, schools should use either the recorded version or a transcript read by a test administrator on a one-to-one or small-group basis, wherever possible. Schools should consider administering the test:

- individually, at full volume
- through earphones
- by reading it aloud to the pupil.

Where this is possible, pupils should use the answer sheet provided with no additional time and no additional stimulus materials. Schools where sign language is not used can produce rolling subtitles displayed on a computer if this is normal classroom practice. Schools will need to apply for early opening to make these modifications. For further details on early opening, see page 10 of this guide.

Modified versions of the mental mathematics test are available for pupils with permanent or long-term hearing impairment, who use sign language or other sign-supported communication, or who supplement their residual hearing with lip-reading.

The modified materials consist of:

- a modified script for the test administrator (an oralist and sign-supported English modified script for lip-readers, or a British sign language script)
- a CD-ROM or flashcards of the stimulus material from the answer sheet as well as some additional stimulus material where this will support access to the test content.

Neither the recorded version of the test nor the standard script can be used with the additional support materials because of changes to timings and the wording of some questions. A communicator or sign language interpreter should administer the tests in a separate room on a one-to-one or small-group basis using the modified script provided. Each pupil must be provided with a standard pupil answer sheet.

### **Additional time for pupils with a hearing impairment and/or pupils who use sign language, using the modified versions of the mental mathematics test**

Pupils with a hearing impairment and/or pupils who use sign language, using the modified versions of the mental mathematics test, may be given as much additional time as they need to familiarise themselves with any stimulus material before a question is read. Once a question has been asked, teachers may allow pupils up to 100 per cent additional time to process the question and record their answer. The additional time is reflected in the transcript. Timings must be strictly adhered to.

### **Pupils with a profound hearing impairment who are unable to participate in the mental mathematics test**

A very small number of pupils will be unable to participate in the mental mathematics test even with the full range of access arrangements available. These pupils will have a profound hearing impairment and be unable to lip-read or use a signing system. In these cases, schools should send an email to the access arrangements coordinator at [accessarrangements@qcda.gov.uk](mailto:accessarrangements@qcda.gov.uk) no later than 5pm on Monday 28 February 2011. They should summarise the situation and request a formal exemption from the spelling and mental mathematics tests. Schools can contact the national curriculum tests helpline on 0300 303 3013 if they need further advice.

### **Pupils with a profound hearing impairment who do not use sign language or lip-reading**

Pupils with a profound hearing impairment who do not use sign language or lip-reading may have the test delivered by rolling subtitles, where each question is repeated twice on a screen and then the correct time allocation given. For more information about using rolling subtitles please call the national curriculum assessments helpline on 0300 303 3013 and ask to speak to the access arrangements coordinator.

### **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 a hearing impairment. For more information, see section 9.2 of the 2011 key stage 2 ARA.

### **Pupils with a motor impairment**

If a pupil with a motor impairment is unable to write down their answers within the time limits given on the CD for the mental mathematics test, schools may use the teacher transcript enclosed with the test papers to read the test to the pupil. In these cases, teachers must administer the test to the pupil individually and ensure the pupil does not have any more than the 5, 10 or 15 seconds of 'thinking time' allowed for each question. However, they may have additional time to record or communicate their answers, depending on the nature and degree of their needs.

### **Translating the mental mathematics test**

Schools may choose to deliver an oral translation of the mental mathematics test to a pupil with limited fluency in English as long as:

- the translated version of the test is delivered orally
- all timings are strictly observed
- the translation is not made or delivered by a relative, parent or person with parental responsibility of the pupil.

Oral translations can usually be made in the hour before the test. However, early opening may be allowed if a school has difficulties making translations in time. For more information on applying for early opening, see page 10 of this guide.

### **Rest breaks in the test**

Rest breaks may only be used in the mental mathematics test for pupils who have recognised medical conditions such as Tourette's syndrome or absence seizures.

If a pupil is temporarily unable to continue the test because of their condition, the test should be stopped until the pupil is ready to continue. If a pupil has an absence seizure in the middle of a question, the test should be restarted at the beginning of the question.



## Arrangements for pupils working at the level of the tests but who are unable to access them

Each year, there will be a small number of pupils who are working at the levels covered by the tests but are unable to take some or all of them, even with access arrangements. These pupils are described as 'working at the level of the tests but unable to access them'.

Pupils who are working at the level of the tests but who are unable to access them should be registered for the tests and entered as 'T' on the *Attendance register*.

They may:

- have a physical or sensory disability that means they cannot access the tests, even with access arrangements or modified test materials. They are likely to have a statement of special educational needs
- have spent time in hospital towards the end of the key stage, or who have been educated at home or excluded from school and need time to adjust to regular school life
- be experiencing, or have recently experienced, temporary but severe emotional problems, perhaps because of a family crisis.

Schools are responsible for making arrangements to determine whether a pupil is working at the level of the tests but is unable to access them. The headteacher can make final decisions without permission from their local authority.

In cases where a pupil appears to be working at the level of the tests but is unable to access them, the headteacher should:

- discuss the pupil's circumstances and needs with their parents or persons with parental responsibility, and with their teachers
- consult with educational psychologists, medical officers or other specialist staff

- consult with their local authority (usually the local authority assessment coordinator)
- write a report explaining why the pupil cannot be entered for some or all of the tests.

This report should:

- describe any action already taken or specialist support already offered
- describe any procedures the school has used to analyse and monitor the pupil's needs and difficulties (or indicate where this information can be found in other documents)
- send a copy of the report to the pupil's parents or persons with parental responsibility, the chair of the governing body and the local authority assessment coordinator
- put a copy of the report in the pupil's educational record.

The *Notification of a pupil working at the level of the tests but unable to access them* form has been designed to help headteachers write these reports. Schools are not required to use this form, but if they wish to do so, it is available on the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).

When sending the report to the pupil's parents or persons with parental responsibility, a right to appeal should be included. If the headteacher believes that a recipient may have difficulty understanding the report, the headteacher should offer help, for example by providing an interpreter or a translation of the report, or by offering to discuss it with them.

## Access arrangements – online applications and notifications

Schools can complete all their online test administration tasks on the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools). On this website, schools can:

- submit access arrangements applications
- submit applications for, and notifications of, timetable variations
- submit special consideration applications
- submit pupil cheating notifications
- order tests
- register pupils for the tests
- submit teacher assessment and P scale data
- view pupil results.

All templates and notification forms that do not need to be submitted on the 'Access arrangements' section of the *NCA tools* website – for example the *Use of a scribe* form – are available on the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).

Schools can also obtain guidance, practice forms and key dates and deadlines from the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).

### Submitting access arrangements applications and notifications on the *NCA tools* website

The following applications can be submitted on the 'Access arrangements' section of the *NCA tools* website:

- application for up to 25 per cent additional time
- application for up to one school day's early opening
- application for a timetable variation
- notification of a timetable variation between 7am and 7pm on the day of the test

- notification of a pupil cheating
- application for special consideration.

To submit an application or notification on the 'Access arrangements' section of the *NCA tools* website, users must log in using their registered email address and password.

Once in the 'Access arrangements' section, users will be able to submit applications and notifications to QCDA and check on the progress of previously submitted applications. Users can also access the notification forms, application forms and guidance materials by clicking on the appropriate link.

For assistance in using the 'Access arrangements' section of the *NCA tools* website, schools should refer to the guidance materials available to download at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools).

If further assistance is needed, maintained schools should contact their local authority and independent schools and academies should email [accessarrangements@qcda.gov.uk](mailto:accessarrangements@qcda.gov.uk). Alternatively, all schools can contact the national curriculum assessments helpline on 0300 303 3013 for assistance.

If you forget your password, click on the 'Create new password' link on the *NCA tools* home page at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools).

### Special consideration

Applications for special consideration can be submitted on the 'Access arrangements' section of the *NCA tools* website. The deadline for submitting applications for special consideration is 5pm on Friday 20 May 2011.

For further guidance on special consideration please refer to *Guidance on applications for special consideration* available on the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).



## The QCDA website

Schools can view notification forms, guidance and practice application forms on the 'Access arrangements' section of the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).

### Notification forms

- *Use of a scribe*
- *Use of a word processor or other technical or electrical aid*
- *Use of a transcript*

Templates for pupil and school results are available on the 'Pupil results' section of the QCDA website at [www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests).

# Glossary of terms

## **Additional time (AT)**

Refers to 25 per cent, or more than 25 per cent, extra time granted to allow pupils who require it to access the tests.

## **Amanuensis**

A scribe used for pupils who are physically unable to access tests.

## **Assessment and reporting arrangements (ARA)**

Statutory guidance for those involved in managing and administering assessments in 2011 for key stage 2.

## **Compensatory marks (CM)**

Marks awarded where a pupil has an exemption from a particular test component or is physically unable to demonstrate a particular skill.

## **Early opening (EO)**

Refers to permission given to schools to open test materials up to one day before the test is administered to make agreed modifications to allow pupils who require this to access the tests.

## **Notification of timetable variation 7am to 7pm (NTV)**

A notification for a pupil or pupils to sit a test on the same date but at a different time from the rest of the cohort, between 7am and 7pm.

## **Special consideration (SC or SPECON)**

Applications for changes to be made to pupil results where the pupil has undergone extremely distressing circumstances that affect their ability to take the tests.

## **Timetable variation (TTV)**

An application for the rescheduling of a test up to two days after the date specified by QCDA.

## Key dates for access arrangements

Access arrangement	Application window opens	Application window closes	Schools notified of decisions
<b>Early opening</b>	Monday 1 November 2010	5pm on Monday 28 February 2011	By Friday 15 April 2011
<b>Additional time</b>	Monday 1 November 2010	5pm on Monday 28 February 2011	By Friday 15 April 2011

## Useful contact details

Please make sure you have your seven-digit DfE number before you call, for example 123/4567.

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### For enquiries about national curriculum assessments

<p><b>National curriculum assessments helpline</b></p> <p>For general enquiries about key stage 2 assessment arrangements, pupil registration, teacher assessments, science sampling, test scripts handling and collection, return of test scripts and results and marking reviews.</p>	<p>Tel: 0300 303 3013            Fax: 0300 303 3014            Email: <a href="mailto:assessments@qcda.gov.uk">assessments@qcda.gov.uk</a>            Website: <a href="http://www.qcda.gov.uk/tests">www.qcda.gov.uk/tests</a></p>	<p>QCDA            53–55 Butts Road            Earlsdon Park            Coventry CV1 3BH</p>
<p><b>QCDA enquiry line</b></p> <p>For general enquiries about the work of QCDA.</p>	<p>Tel: 0300 303 3011            Fax: 0300 303 3014            Email: <a href="mailto:info@qcda.gov.uk">info@qcda.gov.uk</a>            Website: <a href="http://www.qcda.gov.uk">www.qcda.gov.uk</a></p>	<p>QCDA            53–55 Butts Road            Earlsdon Park            Coventry CV1 3BH</p>
<p><b>QCDA orderline</b></p> <p>To order QCDA publications and previous years' statutory test materials.</p>	<p>Tel: 0300 303 3015            Fax: 0300 303 3016            Email: <a href="mailto:orderline@qcda.gov.uk">orderline@qcda.gov.uk</a>            Website: <a href="http://orderline.qcda.gov.uk">http://orderline.qcda.gov.uk</a></p>	<p>QCDA orderline            PO Box 29            Norwich NR3 1GN</p>
<p><b>QCDA modified test agency</b></p> <p>For enquiries about modified test materials.</p>	<p>Tel: 0844 500 6727            Fax: 0844 500 6451</p>	
<p><b>DfE publications helpline</b></p> <p>To order single copies of DfE materials and DfE circulars.</p>	<p>Tel: 0845 602 2260            Fax: 0845 603 3360</p>	<p>DfE Publications            PO Box 5050            Annesley            Nottingham            NG15 0DJ</p>

## About this publication

### Who is it for?

This guide is for anyone involved in providing access arrangements for pupils sitting the 2011 key stage 2 national curriculum tests and science sampling tests. This could include headteachers, special educational needs coordinators and other staff recruited specifically to administer the tests.

### What is it about?

This document provides guidance on applying for and administering access arrangements for the 2011 key stage 2 national curriculum tests and science sampling tests.

### Further information

Further information and guidance on access arrangements is available in the 'Access arrangements' section of the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).

Reference QCDA/10/5149/p

### Contact information:

Qualifications and Curriculum Development Agency  
53–55 Butts Road, Earlsdon Park, Coventry CV1 3BH  
Telephone 0300 303 3013  
Textphone 0300 303 3012  
Fax 0300 303 3014  
[assessments@qcda.gov.uk](mailto:assessments@qcda.gov.uk) [www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests)