



Standards
& Testing
Agency

Key stage 2 access arrangements guidance

October 2023

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1 Introduction

This guidance details the access arrangements available for pupils participating in the key stage 2 (KS2) national curriculum tests.

Pupils with specific needs may require additional arrangements so they can take part in the KS2 tests. Access arrangements are adjustments that can be put in place to support those pupils. Headteachers and teachers must decide whether any of their pupils will need access arrangements before they administer the tests.

Schools must make an application to the Standards and Testing Agency (STA) to request permission in advance for some arrangements (see section 2). Some arrangements do not require permission, but schools must notify STA of their use once all tests have been administered (see section 3). Other arrangements may be used without prior approval, or the need to notify STA, provided they reflect normal classroom practice (see section 4).

1.1 Overview of access arrangements

Access arrangements must never advantage the pupil. Any support should be based primarily on normal classroom practice. Support must not change the test questions and the pupil's answers must be their own.

It may be helpful to use previous KS2 [practice materials](#)¹ with pupils before administering the tests. This will enable schools to identify whether pupils need additional support or adaptations to the test materials or their administration.

Access arrangements may be appropriate for pupils:

- with an education, health and care (EHC) plan
- for whom provision is being made in school using the SEN Support system
- whose learning difficulty or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties

Access arrangements might also be used to support pupils who have:

- difficulty reading
- difficulty writing
- difficulty concentrating
- difficulty processing information
- a hearing impairment

¹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

- a visual impairment
- English as an additional language

Due to the diversity of pupils' needs, this guidance does not list every circumstance where it may be appropriate to use access arrangements.

Pupils should only take tests if they are in a fit physical and mental state. Some pupils may not be able to access the tests, despite the provision of additional arrangements.

Adults administering tests to pupils who need access arrangements must not be a relative, carer or guardian of the pupil.

Adults providing support as an access arrangement (scribe, reader, translator or transcribe), must not be a relative, carer or guardian of the pupil.

Schools can contact STA using the 'Message us – access arrangements' form on the [Primary Assessment Gateway \(PAG\)](#)² if further advice is required.

1.2 Evidence

During a [monitoring visit](#)³, local authorities may ask to see evidence that any support provided to pupils in the tests is regularly provided as part of normal classroom practice.

Schools must ensure they have documentation available to demonstrate that a pupil is eligible for access arrangements. Evidence will vary according to the type of support and may include:

- notes recorded in teaching plans
- individual pupil support plans
- a pupil's classwork

1.3 Maladministration

Schools could be subject to a [maladministration investigation](#)⁴ if they fail to use access arrangements appropriately.

This includes:

- failing to make the relevant application or notification to STA
- early opening of test materials without permission from STA

² www.primaryassessmentgateway.education.gov.uk

³ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

⁴ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

- unauthorised additional time
- inaccurate transcription of pupil's work
- not having evidence that access arrangements used in the tests reflect normal classroom practice

A maladministration investigation may lead to the pupil's result being amended or annulled.

2 Arrangements requiring an application

Schools must apply to STA in advance for permission to use the following access arrangements:

- additional time
- early opening
- compensatory marks for spelling

In some instances, STA may request further information before providing the outcome of an application. Schools must await the outcome of their application before taking any further related action.

Schools must submit application forms in the 'Available activity' section of the [PAG](#)⁵.

The form to make applications for additional time will be available from Monday 12 February to Monday 22 April 2024.

The form to make applications for early opening will be available from Monday 12 February to Friday 8 March.

The form to make applications for compensatory marks for spelling will be available from Monday 12 February to Monday 22 April.

STA will only consider applications after the deadlines in exceptional circumstances. Examples of these include, but are not limited to, where a pupil's needs have significantly changed after the application deadline, or a pupil joins the school after the application deadline. In such cases, schools should contact STA using the 'Message us – access arrangements' form on the [PAG](#)⁶ to discuss the pupil's requirements.

If any access arrangements are likely to disturb or aid other pupils, schools should consider making arrangements for pupils to complete the test separately.

Schools must not send copies of application forms, or any other correspondence with the test scripts, as this will slow down the marking process.

2.1 Additional time

Pupils automatically qualify for:

- up to 25% additional time in all of the tests, if they have an education, health and care (EHC) plan in place

⁵ www.primaryassessmentgateway.education.gov.uk

⁶ www.primaryassessmentgateway.education.gov.uk

- up to 100% additional time in all of the tests, if they use the modified large print (MLP) or braille versions of the tests

Schools do not need to complete an application for these pupils. Pupils who are automatically allowed additional time may also use other access arrangements if this reflects normal classroom practice.

Additional time to complete the tests may be appropriate for other pupils who:

- require additional time under test conditions to properly demonstrate their knowledge and understanding; this may include pupils who are unable to work at the same speed as their peers due to a specific need
- are waiting for confirmation of an EHC plan

Schools should make an application for additional time in these circumstances.

Schools should consider whether supervised rest breaks during the tests would be more beneficial to pupils than additional time (see section 4.3). Rest breaks can be used together with additional time to prevent pupils suffering from fatigue.

Local authorities do not make decisions about applications for additional time, although they can view schools' completed applications.

Applying for additional time (Monday 12 February to Monday 22 April)

A teacher with understanding of the pupil's needs should make the application. Reports from educational psychologists or other education professionals are not required. This is because pupils who do not hold a report may still be eligible for additional time. Where a report is already in place, the teacher can use it to inform their responses about the pupil.

Schools will need to respond to each of the following 7 questions about the pupil. These questions draw on the teacher's assessment of the pupil's abilities or needs and do not relate to a specific diagnosis or condition. Schools should think carefully about the questions and how they relate to the pupil and must have evidence to justify their responses to the application questions in case they receive a monitoring visit.

1. Can the pupil understand and respond appropriately to a simple request or instruction given in English, without being prompted or aided by an interpreter or translator?
2. Does the pupil have a hearing impairment that prevents them from being able to respond appropriately to a simple question or instruction given in English, without being prompted or aided by a communicator, sign language interpreter or having to lip-read?
3. Does the pupil need braille and/or enlarged print in order to read and understand text?

4. Can the pupil focus on a task, which requires them to work independently and without interruption, for at least 15 minutes without being prompted to stay on task?
5. Is the pupil prevented from being able to write independently at a speed of more than 10 words per minute by a physical, motor skill or learning disability?
6. Can the pupil read age-appropriate texts aloud and fluently without making errors, or with very few errors?
7. Does the pupil have difficulty processing information, which prevents them from being able to answer questions on practice key stage 2 tests, even when they are allowed to refer back to the questions?

Based on the responses to the questions in the application, STA may decide the pupil qualifies for a maximum of up to 25% additional time. However, a pupil may also be allowed the use of an aid as outlined in the application outcome. For example, a pupil who has difficulty reading and difficulty writing could use a scribe for writing and still qualify for up to 25% additional time if they are reading independently.

Allowing a pupil additional time in the tests that has not been authorised by STA may lead to a maladministration investigation.

Once submitted, applications for additional time cannot be amended or deleted. If you make a mistake, you will have to reapply. If you reapply, you will need to explain why there are multiple applications and which is the correct one if you receive a monitoring visit. Please note the error on your school copy of the correct application form. If you require any further information, please contact the national curriculum assessments helpline on 0300 303 3013.

Schools will receive the outcome of their application directly after submission of the form. The outcome will confirm whether the pupil is eligible for additional time or whether the school could consider alternative access arrangements.

Schools should check the outcome of their applications well before the application deadline to ensure that appropriate arrangements can be made ahead of test week.

There is a step-by-step video tutorial on [how to make an application for additional time](#) on [STA's YouTube playlist](#).

2.2 Early opening to adapt a test paper

Before making the decision to modify test materials, schools should consider whether modified tests provided by STA would meet the needs of the pupil. Modified tests are primarily designed for pupils with visual impairments, although they may be suitable for pupils with other needs.

Schools may open test papers up to one hour before a test is due to start, to make adaptations or preparations, without seeking permission from STA. This flexibility is designed to help schools that need to:

- photocopy test papers onto coloured paper
- enhance diagrams
- enlarge text
- prepare a translator or signer
- prepare equipment

Schools do not need to make applications for early opening for subject-specific guidance and models, which are provided with the MLP and braille tests.

Schools are responsible for ensuring that any adaptations to the tests are done correctly. STA will not compensate or give special consideration where test papers have been incorrectly modified.

Opening test papers earlier than the date specified in the statutory test timetable or earlier than your approved early opening application by STA may lead to a maladministration investigation.

Applying for early opening (Monday 12 February to Friday 8 March)

If you need to open test papers (including modified test papers) more than one hour early to make complex adaptations, you must have an approved application for early opening. If you are planning to make the same adaptations for more than one pupil, and you require the same amount of time, you can include multiple pupils on the same application form.

STA will only allow schools to open standard test materials more than one school day before the scheduled test date, or modified materials more than two school days before the scheduled test date, in exceptional circumstances.

Appropriate reasons for an application include:

- preparations for MLP or braille versions of the tests, such as setting up visual scanning equipment or preparing tactile diagrams
- enlargement or adaptations of a test paper for a pupil with a visual impairment or other special educational needs or disabilities
- photocopying a test paper on to coloured paper
- communicators or sign language interpreters planning how they will present a test to pupils with a hearing impairment
- preparation of a written or oral translation of the mathematics test

The headteacher is responsible for ensuring the integrity, security and confidentiality of test materials. Only the headteacher, or the person making adaptations, should have access to test papers that have been opened early.

If a school submits an application for early opening for all test papers, requesting one school day early opening, where the application is approved, it will mean:

- English grammar, punctuation and spelling papers 1 and 2 could be opened on Friday 10 May
- English reading paper could be opened on Monday 13 May
- mathematics papers 1 and 2 could be opened on Tuesday 14 May
- mathematics paper 3 could be opened on Wednesday 15 May

Schools will be advised of the outcome of their application for early opening by Monday 8 April.

There is a step-by-step video tutorial on [how to make an application for early opening](#) on [STA's YouTube playlist](#).

2.3 Compensatory marks for spelling

Pupils with a profound hearing impairment and who do not lip-read or use a signing system, or can only use fingerspelling signing, may not be able to access the spelling paper of the English grammar, punctuation and spelling test even with the full range of access arrangements. Raw scores from both English grammar, punctuation and spelling papers are needed to give an overall scaled score. Awarding compensatory marks allows these pupils to receive an overall test outcome for the English grammar, punctuation and spelling test. Compensatory marks are based on the average raw score achieved by pupils who take the test.

Applying for compensatory marks (Monday 12 February to Monday 22 April)

When applying, you must confirm that the pupil:

- has a profound hearing impairment and is unable to access Paper 2: spelling
- will take Paper 1: questions

If the application is approved, the pupil should be marked absent (A) on the test attendance register for Paper 2: spelling. The pupil should still take Paper 1: questions. If the spelling paper is administered to a pupil who is unable to access the test, their script must be sent for marking. The pupil will be awarded a test outcome based on their achievements in the test and will not be eligible for compensatory marks.

There is a step-by-step video tutorial on how to [make an application for compensatory marks for spelling](#) on [STA's YouTube playlist](#).

3 Arrangements requiring a notification

Schools do not need to make applications for the following access arrangements, but they must notify STA about their use before submitting the 'KS2 headteacher declaration form' on the [PAG](#)⁷.

At the end of each test, test administrators should inform the headteacher about:

- any pupils who used a scribe, transcript, word processor or other technical or electronic aid
- who acted as the scribe or transcriber, if applicable
- whether the aid was used for all or part of the test

Schools must submit 'Notification of aid' forms on the [PAG](#)⁸ from Monday 13 May to Friday 24 May.

Schools do not need to wait until all test scripts have been collected before submitting a notification of aid on the [PAG](#)⁹.

Schools must not send copies of notification of aid forms, or any other correspondence with the test scripts, as this will slow down the marking process.

3.1 Scribes

A scribe is a writing assistant who writes out answers dictated by the pupil during the test. Schools can provide a scribe if other options to enable the pupil to work independently are not appropriate, and the use of a scribe reflects normal classroom practice.

A scribe can be used when a pupil is:

- unable to use a word processor
- unable to write or has difficulty writing
- known to experience fatigue

The scribe must:

- work at the pupil's pace and not hurry them if they need time for reflection, rest or reading
- have a working knowledge of the subject

⁷ www.primaryassessmentgateway.education.gov.uk

⁸ www.primaryassessmentgateway.education.gov.uk

⁹ www.primaryassessmentgateway.education.gov.uk

- follow the pupil's instructions precisely to draw or add to diagrams, charts and graphs in the mathematics tests
- write precisely what the pupil instructs and only make a correction on a test script if asked to do so by the pupil

If a pupil is eligible for up to 25% additional time solely because they have difficulty writing, they may be given either the additional time or a scribe, but not both.

English grammar, punctuation and spelling

In Paper 1: questions, the scribe must pause for the pupil to dictate relevant spellings and all language, punctuation and phrasing must be the pupil's own.

Correct spelling is required for questions assessing:

- contracted forms
- verb forms
- plurals
- prefixes and suffixes

In Paper 2: spelling, the scribe must pause for each spelling to be dictated by the pupil.

English reading and mathematics

The scribe should not pause for the pupil to dictate spellings of words in the English reading and mathematics tests unless the pupil usually works in this way.

3.2 Transcribes

If it will be difficult for a marker to read the pupil's writing, schools should make a transcript at the end of the test, but before the pupil leaves the test room. Schools can transcribe all or part of a pupil's test script. If the marker can read the pupil's writing, they will mark the original work.

When transcribing a pupil's work, schools must:

- keep the pupil under test conditions and separate from the rest of the cohort until the transcript is complete
- use a different coloured pen from the pupil, but not red
- transcribe alongside the pupil's answers if only part of the test paper needs transcribing, not on the pupil's work and return in the bag for modified scripts
- make extensive or full transcripts on a new test paper and return the pupil's original test script with the transcript attached and return in the bag for modified scripts
- not change the pupil's original answers, including the positioning of commas and decimal places in the mathematics tests

- ensure that the spelling reflects the pupil's original answer

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

3.3 Word processors or other technical or electronic aids

Pupils must use equipment, for example a screen reader, independently.

Schools must test the functionality of the equipment by using the previous KS2 [practice materials](#)¹⁰. If equipment has functionality that would provide the pupil with an advantage and this cannot be turned off, the pupil must not use the equipment in the test. Schools may arrange for the test to be read to the pupil or for a scribe to record the pupil's answers instead.

Schools should ensure that pupils regularly save their work. Pupils cannot restart a test, and STA will not compensate or give special consideration if any work is lost. Any partially completed test scripts must be sent for marking.

After the test, the pupil's work should be printed and attached to their test script and returned in the bag for modified scripts. Schools should ensure that any test content is removed from the equipment.

English grammar, punctuation and spelling and mathematics

The equipment must not:

- read mathematical symbols in the mathematics test
- read punctuation in the English grammar, punctuation and spelling test
- have any spell-check, grammar check or predictive text functionality turned on

English reading

Word processors or other technical or electronic aids may be used to record pupils' answers in the English reading test. They must not be used to provide reading support, other than to read the general instructions on page 3 of the reading answer booklet. For example, a screen reader should not be used in the English reading test.

There is a step-by-step video tutorial on [how to make a notification of aid](#) on [STA's YouTube playlist](#).

¹⁰ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

4 School-delegated arrangements

The following access arrangements may be used without prior approval, or the need to notify STA, providing they reflect normal classroom practice. Schools must have evidence to show that the pupil routinely receives this support in case of a monitoring visit.

Schools should note the name of the translator, reader or prompter used by each pupil in the tests for their own records.

4.1 Written or oral translations

STA does not provide translations of the tests, but schools can prepare written, electronic or web-based translations or oral translations of the mathematics tests to meet an individual pupil's needs if a pupil is working at the standard of the mathematics tests.

Mathematics

Translators should take care to ensure that any translation does not provide additional support or explanation of mathematical terms.

Pupils may write their responses in English or in their own language. If a pupil's answers are not in English, the translator should make a transcript of the pupil's answers into English after the test before the pupil leaves the test room. The pupil's original test script must be attached to the translated test script and returned in the bag for modified scripts. Alternatively, pupils may answer orally and the translator can scribe the answers in English.

Written translations of the mathematics tests can be made one hour before the test is due to start. If it will take longer, schools must make an application for early opening.

Oral translations may be given by a translator at the time of the tests. Translators must work with pupils on a one-to-one basis. If several pupils require a translator but only one is available, the school should administer the test in multiple sittings or apply for a timetable variation to administer the test on a different day. Translators may want to review the test papers before the test is administered to check for any unfamiliar vocabulary.

If the translator acts as a scribe or makes a transcript, the headteacher must complete and submit the notification of aid form once the pupil has completed the test.

English grammar, punctuation and spelling and English reading

Translations can only be made to directions or instructions that are not part of the test questions. No help may be given with reading or understanding the questions or passages of text.

4.2 Readers

Pupils who have difficulty reading may be supported in the English grammar, punctuation and spelling and mathematics tests by having text read to them by a reading assistant. In most cases, these pupils will have a reading age that is considerably lower than their actual age. Readers must not be used by pupils who can read the test materials themselves.

Readers must be used on a one-to-one basis. Test administrators must consider the individual needs of the pupils to ensure they are not disadvantaged by the pace at which any text is read. If a pupil requests it, the reader may also read back any part of a pupil's written response to a question.

Readers:

- do not need to be specialists in the subject being tested
- must understand the test format
- must know what may or may not be read to a pupil in particular tests
- must understand any subject-specific issues that might occur
- may also act as a scribe if the pupil is not writing for themselves (see section 3.1)

If a pupil is eligible for up to 25% additional time solely because they have difficulty reading, they may be given either additional time or a reader, but not both.

English grammar, punctuation and spelling

The [notes for readers in the English grammar, punctuation and spelling test](#)¹¹ give examples of how to read particular types of questions aloud to a pupil. Readers should ensure they understand the guidance so that they read each question type correctly, particularly for questions with multiple choice answers. This is so they do not give pupils an advantage by reading questions in a particular way.

English reading

As the English reading test is designed to allow pupils to demonstrate reading skills and comprehension, readers may only help pupils read the general instructions.

This includes information on the front cover of the test paper and any directions that are not part of the actual questions. For example, readers may say 'Questions 1 to 15 are about The Panda Bear (pages 4 to 5)'. Readers must not read the texts, questions or any

¹¹ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

part of a pupil's response back to the pupil. Specific instructions are included in the test pack.

Mathematics

A reader may help a pupil to read the mathematics tests. They may:

- clarify instructions, as long as no additional information is given which could give the pupil an advantage
- read, but not clarify, subject-specific vocabulary

If a mathematics question is read to a pupil, the reader may read words and numbers, but not mathematical symbols. This is so the function of a mathematical symbol is not inadvertently explained by reading its name.

Further instructions will be given in the test administration instructions, as appropriate, if there are certain questions that need specific guidance in terms of what can and cannot be read.

4.3 Rest breaks

Most pupils should be able to complete the tests without a break. However, supervised rest breaks may be appropriate for pupils who find it difficult to concentrate or experience fatigue. Rest breaks may also be beneficial to pupils using modified versions of the tests.

Schools must supervise pupils and keep them under test conditions during the rest break. There must be no contact with pupils who have taken the test and no opportunity to discuss test content.

Pupils using rest breaks should be given the same overall time as the rest of the cohort. Schools may want to split a test into sections for pupils who are known to need a rest break. If a school decides to split a test, they should:

- divide the test into sections, or plan when the pupil will have a break, during the hour before it is due to start
- keep the questions in the same order
- give the pupil an opportunity to attempt all parts of a paper, so that the outcome of the test accurately reflects their knowledge and understanding

For the English reading test, schools might want to consider stopping the test for a rest break once the pupil has completed each passage of text and answered the questions related to that text.

The test must be completed on the same day that it was started. Any partially completed tests must be sent for marking.

4.4 Keeping pupils focussed

A pupil who is unable to focus independently, or who loses concentration easily, may be supported by someone known to them who can keep them on task. They will keep the pupil's attention on the test paper but not help them answer any questions. They may tap on the desk or say the pupil's name, depending on what is normal classroom practice, to remind the pupil to focus on the question they are working on.

To enable pupils to stay focussed you should:

- agree the best way to focus the pupil before the test begins (this includes ways to draw the pupil's attention back to the task)
- be known to the pupil
- support the pupil on a one-to-one basis

You must not:

- do anything that could be interpreted as over-aiding the pupil
- advise the pupil which questions to answer or when to move on to the next question
- advise or guide the pupil about the order in which they should attempt the questions

If a pupil finds it difficult to focus on individual questions, schools could use adhesive notes or stickers to cover other questions on the page. In these circumstances, the whole question the pupil is working on should remain uncovered until the pupil indicates when they want to move on.

4.5 Accessibility objects in the mathematics test

If a pupil is known to have difficulty accessing two-dimensional diagrams, schools may show them real objects that look like those illustrated in the mathematics test, so they understand the context of the question.

Number apparatus, counters or number squares must not be used.

Schools must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context. Test administrators may indicate on the test papers where real objects are available for pupils to look at.

The arrangement must reflect normal classroom practice. Schools may consider making use of early opening arrangements (see section 2.2).

4.6 Squared paper

Mathematics test papers include space for working out, with gridlines included where these are useful to pupils. STA discourages the use of additional squared paper, as pupils may lose marks if they make an error or omission when they transfer their working to the test paper.

However, if using squared paper is part of normal classroom practice, it can be used as an access arrangement and must be attached to the pupil's test script. If squared paper is used, ensure the pupil's name, school's name and school's DfE number are written on the additional paper and returned in the bag for modified scripts.

4.7 Highlighter pens

Pupils may highlight passages of text, in any of the tests, provided this reflects normal classroom practice. Pupils must not write their answers with a highlighter pen. Test administrators should not:

- highlight text, unless instructed by the pupil
- draw the pupil's attention to the correct response

4.8 Administering the tests at an alternative location

Schools can administer the tests at an alternative location to the rest of the cohort away from the school. This may include administering at a pupil referral unit or the pupil's home, as long as the pupil is in a fit state.

The headteacher is responsible for ensuring that the integrity, security and confidentiality of the tests is maintained, including the transporting of test papers to and from the alternative location and the tests are administered according to the [test administration guidance](#)¹².

If schools need specific advice or additional information on administering the tests at an alternative location, they should contact STA using the 'Message us – access arrangements' form on the [PAG](#)¹³.

¹² www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests

¹³ www.primaryassessmentgateway.education.gov.uk

5 Illness or injury at the time of the tests

Schools should not administer a test to a pupil who is ill. If a pupil is not fit to take the test, the school should consider applying for a [timetable variation](#)¹⁴ for permission to administer the test on another day. Pupils who were ill while taking a test will not qualify for special consideration.

If a pupil becomes ill during a test, the school should stop the test and make a note of the time. The pupil can be given a supervised rest break in school and can continue the test with the remaining amount of time when they are feeling better. If the pupil is not able to continue, or is sent home, the partially completed test script must be sent for marking. If the pupil leaves the school premises, they will have left test conditions and must not be allowed to continue or restart the test when they return to school.

If the pupil sustains an injury that impacts their ability to write, they may use a scribe. If the injury occurred within one week of the tests, the school may also allow up to 25% additional time because the pupil is unfamiliar working with a scribe. In these situations, an application for additional time is not required, but the school should be prepared to explain their arrangements in case of a monitoring visit. If the pupil is already familiar with working with a scribe, additional time must not be given. The scribe must follow the guidance in section 3.1 and the school must submit a notification of aid form on the [PAG](#)¹⁵.

¹⁴ www.gov.uk/guidance/key-stage-2-tests-varying-the-test-timetable

¹⁵ www.primaryassessmentgateway.education.gov.uk

6 Further information

6.1 Modified tests

Full details about which modified tests are available are included in the [KS2 assessment and reporting arrangements \(ARA\)](#)¹⁶.

6.2 Help and support

There are step-by-step video guides on how to apply and notify STA of your pupil's access arrangements on [STA's YouTube playlist](#).

Instructions on packing test scripts for marking are provided in the guidance for [returning test scripts](#)¹⁷.

For general enquiries about access arrangements, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

For enquiries relating to KS2 access arrangements to meet a pupil's specific needs, schools can use the 'Message us – access arrangements' form which can be found on the [PAG](#)¹⁸.

¹⁶ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests

¹⁷ www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts

¹⁸ www.primaryassessmentgateway.education.gov.uk



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