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Statutory guidance

2026 key stage 2 modified test administration guidance: administering braille versions

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This guidance will help you prepare to administer the braille versions of the key stage 2 (KS2) tests. You should follow it to ensure pupils using braille versions of

the tests can access them properly and are not at a disadvantage.

The information expands on the 'Test administration' section of the [2026 KS2 assessment and reporting arrangements \(ARA\)](#).

You should use this guidance together with the:

- [KS2 test administration guidance](#)
- braille test administration instructions provided with the braille test materials

The test administration instructions include information about what you should do before, during and after each test.

Schools may also want to use [past test papers](#) to help pupils prepare for the tests.

Headteachers are responsible for the test administration arrangements within their school. Failure to adhere to this guidance could lead to a [maladministration investigation](#).

1. Planning for the tests

1.1 Access arrangements

In addition to the [KS2 access arrangements guidance](#), you should follow the specific guidance below when administering braille versions of the tests.

Adults providing support for an access arrangement must not be a relative, carer or guardian of the pupil.

Test administrators should note for their own records where an access arrangement was provided in the tests and, if appropriate, the name of the scribe, transcribe, reader, prompter, translator or word processor or other technical or electronic aid used by each pupil.

Additional time

Pupils using braille tests are automatically entitled to up to 100% additional time in the tests. You should use your discretion about whether to use the full amount of additional time, based on normal classroom practice, and tell the pupils before each test starts how much time they are allowed. Pupils who are automatically allowed additional time may also use other access arrangements if this reflects normal classroom practice.

Making further adaptations to the tests

The Standards and Testing Agency (STA) has already made changes to the wording and layout of the standard test questions, where appropriate, to produce versions of the tests in Unified English Braille (UEB). All KS2 tests are available in contracted braille (Grade 2) and include the capital letter sign. The KS2 English reading test is also available in uncontracted braille (Grade 1).

You may rebraille the tests in a mixture of uncontracted and contracted braille, and without the capital letter sign, if this is the pupil's normal way of working.

If you make further adaptations to a braille version of the test, you must take care to ensure the page layout and accuracy of the materials are not affected. If you adapt the corresponding text, questions or page references incorrectly, pupils may be disadvantaged. We are unable to compensate or give special consideration where schools have incorrectly modified test papers.

Scribes

If a scribe supports a pupil with a visual impairment, it must be clear to the marker which responses the pupil has written, and which the scribe has written.

All language, punctuation and phrasing must be the pupil's own. Particular care should be taken when scribing the English grammar, punctuation and spelling test papers.

The scribe must pause for the pupil to dictate relevant spellings in 'Paper 1: questions' and to dictate all spellings in 'Paper 2: spelling'. Most spellings in Paper 1 require correct spelling to receive marks, especially questions assessing contracted forms, verb forms, plurals, prefixes and suffixes. In Paper 2, all questions require correct spelling to receive marks.

In the mathematics test, any diagram that has been scribed must show evidence of the pupil's work – for example, pin marks. We will not accept diagrams scribed without such indication.

If a scribe supports a brailist, the scribe should record the pupil's answers on plain paper in a numbered list. For questions using diagrams, evidence of the pupil's work

should be securely attached to the scribe's answer booklet and sent for marking in the same clear bag as all the other test scripts.

At the end of each test, test administrators should make a note for their own record of which pupils used a scribe, including the name of the scribe and the test the scribe was used in, and give this information to their headteacher.

You do not need permission from STA or your local authority to use a scribe if it reflects normal classroom practice for the pupil. However, schools must notify STA where a pupil has been supported by a scribe by completing the 'Manage attendance register and notification of aid' forms, available in the 'Activities' tab on the [National Curriculum Assessments Portal \(NCA Portal\)](#), by Friday 22 May.

Transcribing and making corrections on pupils' work

Pupils who wish to correct their work should do this as clearly as possible to assist external markers. For braillists, we recommended you use a series of 'for' signs (full 6-dot cells) to obscure the incorrect work. You should then record the correct answer under the first answer. If this is difficult, you should write on the pupil's braille answers, indicating which response the pupil does not wish to be marked. You must do this accurately, according to the pupil's instructions and before the pupil leaves the test room.

You must not transcribe or overwrite any part of a pupil's test script unless it is a correction of braille requested by the pupil. If a pupil produces unclear braille that needs to be clarified, you should transcribe this in print on the pupil's braille answers. You should clearly indicate which section of braille the annotation refers to.

Braille test scripts must not be transcribed in full onto a separate test paper. It is important that evidence of the pupil's own response is submitted to the marker.

STA will make appropriate marking arrangements.

Rest breaks

Test administrators should consider using rest breaks for pupils who find it difficult to concentrate or who may experience fatigue.

Schools may want to split a test into sections for pupils with a visual impairment who are known to need a rest break.

For each rest break, you should stop and restart the clock so that the pupil has the same overall test time.

Schools do not need to notify or receive approval from STA if they are using rest breaks, but the arrangement must reflect normal classroom practice. Schools must supervise pupils and keep them under test conditions during rest breaks. There must be no contact with pupils who have taken the test and no opportunity to discuss test content.

The pupils must complete the test on the same day it was started. You must send any partially completed test scripts for marking.

Timetable variation

Where it is not possible for a pupil to complete more than one braille paper in a single day, STA will consider a [timetable variation](#) application to split the papers, if necessary.

1.2 Equipment for the tests

Braille versions of the tests are designed so that standard classroom equipment can be used. The test administration instructions provided with the braille test materials will list specific equipment needed for each test.

1.3 Use of rooms for modified tests

You should consider administering braille versions of the tests to pupils in a separate room from other pupils who are taking the tests.

The instructions and content of the braille tests may be slightly different from standard versions, and pupils using the braille versions are automatically entitled to up to 100% additional time. Pupils using braille versions of the tests may also need more space to lay out their test papers and equipment.

Administering the tests in a separate room from the rest of the cohort will avoid distracting pupils who are using different versions of the tests.

2. Administering the tests

2.1 Test materials

The braille test pack will contain a copy of the test in UEB. You will also receive a printed transcript to help you administer the test. You should check the printed transcript carefully before starting the test, as the wording of text and questions may be different to the standard version.

A small amount of additional text may be added to clarify visual references and explain information that appears as images in the standard version. Some tables, diagrams or charts may also have been simplified. At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

Contracted braille versions of the tests may contain contractions pupils are not familiar with. You may tell the pupil what the letters or signs are if they are unfamiliar to the pupil. All tests use the capital sign, italic sign, letter sign and bracket sign. Other punctuation marks will be used in the English grammar, punctuation and spelling test – you must not explain any punctuation marks in this test.

2.2 When to open test materials

The front of each test pack includes instructions detailing when the test materials can be opened to prepare for their administration.

You must not open test packs early to familiarise yourself with the test content.

2.3 Pupils' responses

Pupils should respond using the blank sheets or braille paper for their answers, and not use the braille question booklet.

Braille users will use separate sheets of braille paper and are not expected to record their answers on the test papers. Braille versions of the mathematics tests may

include separate inserts for particular questions. These are tagged at the back of the test papers. Pupils should draw or braille on these inserts. To use double-page spreads, braillists will need sufficient space to lay out their test papers and equipment.

Before the pupil's test script is sent for marking, ensure any additional paper they used to record their answers is:

- labelled with the pupil's name, school name and school DfE number
- securely attached to the pupil's test script at the end of the test

Do not send the question booklets for marking.

2.4 Instructions for mathematics

The test materials consist of:

- a braille test paper which contains a contracted braille version of the questions
- any additional stimulus material necessary for pupils to access the questions

Some questions may be accompanied by stimulus material presented on separate braille sheets or inserts. Where appropriate, copies of materials for specific questions will be tagged at the back of the test papers.

Some braille test papers may have loose sheets of plain paper inserted between facing page diagrams and the text to protect the braille dots. You should remove these before giving the test paper to the pupil.

We use established UEB code to indicate missing words, letters or expressions. The braille code for missing numbers is given in the instructions section of the mathematics papers.

Models

For specific questions within the braille Mathematics Papers 2 and 3 (reasoning), models may be provided for pupils to handle or look at. The braille test administration instructions will include guidance on how to use these.

Drawings, diagrams and tables

Mathematics Papers 2 and 3 (reasoning) contain diagrams, graphs and pictures. Where necessary, we have simplified or adapted these for pupils with a visual

impairment, but they might still need help locating diagrams or clarifying their layout. Compared with standard versions of the tests, some non-essential diagrams and pictures may have been omitted from the braille test papers.

Before the pupil's test script is sent for marking, ensure any additional paper they used to record their answers is:

- labelled with the pupil's name, school name and school DfE number
- securely attached to the pupil's test script at the end of the test

Drawings

Pupils may need to draw in response to some questions. Where this is the case, pupils should use the method they think is most suitable – for example, the area covered by the shape may be shaded, marked or indicated by pins (if used), so the marker can clearly read it. Pupils may use their normal classroom practice to answer these types of questions, as appropriate.

Where braille students need to draw on plastic film, spare copies of the diagrams are provided so they can make a second attempt if necessary. Where appropriate, you should encourage pupils to use a ruler when drawing a straight line on film. You may need to assist the pupil when labelling these diagrams. You should ensure the diagrams are securely attached to the pupil's test script at the end of the test.

Pupils may draw using one, or a combination, of the following techniques:

- with a stylus on plastic film – a jelly mat to place the plastic film on is essential
- with pins and bands made by the pupil on either the thermoform or a plastic film sheet, or points shown with adhesive putty: you should mount the diagram on a corkboard if pins will be used and you will remove the pins and bands, or adhesive putty, then indicate their positions by marking or drawing on the sheet, preferably with a permanent marker – labels should be transcribed as positioned by the pupil
- by placing cardboard shapes in a particular position: when a diagram is created with several shapes, you should show the outline of the individual components as well as the outline of the whole shape created – for example, a shape made up of 4 triangles should show the 4 triangles and not just the outline of the completed shape

Materials used to draw a shape or diagram – such as pins, elastic bands, cardboard shapes and adhesive putty – should not be sent for marking.

Diagrams

Some diagrams may be tagged separately at the back of the test booklet. These are for use on a graph board or jelly mat, or for pupils to braille on directly. You should detach these diagrams before administering the test so you can prepare them appropriately. Keep spare copies of the diagrams separate, in case they are needed during the test.

You may stop the clock if pupils with a severe visual impairment need time to interpret diagrams and follow the specific guidance in the modified test administration instructions. You can help the pupil to identify key features of the diagram, but you must not explain the information or help the pupil by interpreting it.

Tables

If a pupil has to fill out a table, we will provide either:

- labels for the pupil to put into the cells of the table
- a separate copy of the table for the pupil to complete using their braille

You may help the pupil to align their responses within the table.

2.5 Assistance

You must ensure nothing you say or do during the tests could be interpreted as giving pupils an advantage – for example, indicating an answer is correct or incorrect, or suggesting the pupil look at an answer again.

If a pupil has used a word processor to type their answer and asks to hear their response read back to them, or played back by a screen reader, this would be allowed – but only if a pupil requests it and they should not be prompted.

3. Test administration on Monday 11 May

3.1 English grammar, punctuation and spelling Paper 1: questions

Format

'Paper 1: questions' is a combined question and answer booklet.

Pupils will have 45 minutes to answer the questions, plus up to 100% additional time. The paper is worth 50 marks in total.

There is a printed transcript to help test administrators. You must refer to the printed transcript, rather than the standard test questions, when administering the braille version of the test. We have made minor changes to the text and layout of the braille booklet, compared with the standard version.

Pupils should work through the question booklet provided, recording their responses on separate sheets of braille paper. For some questions, pupils will be able to record just the letter of the correct answer. For other questions a word, sentence or phrase may be required.

Equipment

Each pupil will need:

- a suitable way of recording their answers that reflects the usual way the pupil writes in class, such as a braille, electronic braille display or word processor
- braille paper, if the pupil is brailleing their responses

If a pupil is using an electronic braille machine, such as a BrailleNote, you must turn off the grammar and spell check before the test.

Pupils are not allowed:

- a dictionary or thesaurus
- electronic spell checkers
- bilingual word lists or electronic translators

Assistance

If a pupil requests it, you can read a question to them on a one-to-one basis.

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to a pupil, you may explain it or show them objects to help them understand.

You may also explain or rephrase a question, provided you do not give away subject-specific information – for example, if a question asks: "Rewrite the sentence below in the passive", you may explain 'rewrite' but not 'passive'. You must not give

alternative explanations – for example, you must not explain ‘inverted commas’ as ‘speech marks’ or name punctuation.

You should use the [notes for readers in the English grammar, punctuation and spelling tests](#) to help you understand how to read particular types of questions.

The following examples illustrate how to deal with some common situations:

Question: “I do not understand the question.”

Answer: “Read the question again and pay attention to words that tell you what to do.”

Question: “What does ‘adverb’ mean?”

Answer: “I cannot tell you, but think hard and try to remember. We can talk about it after the test.”

3.2 English grammar, punctuation and spelling test Paper 2: spelling

There is no braille version of ‘Paper 2: spelling’. Instructions for administering this paper to pupils with a visual impairment are the same as the standard instructions. You should use the test transcript from the standard version and pupils should spell the target words in list form in braille.

Pupils should use uncontracted braille to spell the target words. If any pupil is unable to record their answers using uncontracted braille, they should spell the word orally and a scribe should record their answers.

If any pupil inadvertently uses a braille contraction in their spellings, test administrators may check the pupil’s spelling of the word orally and annotate the paper accordingly. If the test administrator suspects that a brailist has used a braille reversal in their answer, they may ask the pupil to spell the word orally and annotate the paper accordingly.

If a pupil is using an electronic braille machine, such as a BrailleNote, you must turn off the grammar and spell check before the test.

4. Test administration on Tuesday 12 May

4.1 English reading

Format

This test consists of a reading question booklet and a separate reading booklet. There are printed transcripts of both booklets to help administrators. You must refer to the printed transcript, rather than the standard test questions, when administering the braille version of this test.

Pupils will have one hour to read the 3 texts in the reading booklet and complete the questions at their own pace, plus up to 100% additional time. They can approach the test as they choose – for example, by working through one text and answering the questions before moving onto the next. The paper is worth 50 marks in total.

Changes have been made to the text and layout of the braille question booklet, compared with the standard version of the test. Changes have also been made to the text and layout of the questions in the braille version of the reading question booklet.

Throughout the test, where question responses are labelled with letters, or letters and numbers, pupils may either:

- record the letter or number as their chosen answer – for example: b, d, 1c, 2a
- record the answer in full

Equipment

Each pupil will need:

- a suitable way of recording their answers that reflects the usual way the pupil writes in class, such as a brailleur, electronic braille display or word processor
- braille paper, if the pupil is brailleing their responses

If it is normal classroom practice, pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words.

Pupils must not use a dictionary or thesaurus.

Tactile diagrams may be provided, where appropriate, and may be included in the reading booklet. You may stop the clock while braille students examine the diagrams, as they will need additional time to interpret them.

Assistance

As the English reading test is assessing reading skills, you must not read it to individuals or to a group, except for the general instructions. However, you may read and rephrase, if necessary, the information provided in the test instructions on pages 1, 2 and 3 of the Grade 1 (uncontracted) reading question booklet, and pages 1 and 2 of the Grade 2 (contracted) reading question booklet, to ensure all pupils understand them.

You may help pupils to locate pages or paragraphs in the text, as well as the questions in the reading question booklet. You may also help pupils to identify and interpret any pictorial details within the test, but you must not help with the reading of any text. Pupils with a severe visual impairment will need extra time to interpret pictures and diagrams – you may stop the clock while pupils examine them.

Braille students may choose to record themselves reading out loud the questions they have decoded, to allow them to play the questions back to themselves instead of having to re-read the braille text.

Pupils using braille may also need some additional assistance to understand the connection between the length of response required and the number of marks allocated for each answer. The instructions section of the braille question booklet gives guidance on the length of answers needed. Guidance on the type of answer required, and the maximum number of marks available, will be outlined after each question.

If a pupil asks a question about test content, you must not explain the meaning of any word or expression.

The following example illustrates how to deal with a common situation:

Question: “I do not understand the question.”

Answer: “Read the question again and pay attention to words that tell you what to do.”

5. Test administration on Wednesday 13 May

5.1 Mathematics Paper 1: arithmetic

Format

Paper 1 assesses arithmetic and consists of a single test booklet in braille.

Pupils will have 30 minutes to answer the questions, plus up to 100% additional time. The paper is worth 40 marks in total.

There is a printed transcript of the braille booklet to help test administrators. You must refer to the printed transcript, rather than the standard test questions, when administering this test.

Equipment

Each pupil will need:

- a suitable way of recording their answers that reflects the usual way the pupil writes in class, such as a braille, electronic braille display or word processor
- braille paper, if the pupil is brailleing their responses

Braille test materials may include diagrams on film, brailon or swell paper, but pupils may still require assistance in drawing and labelling.

Pupils are not allowed:

- calculators
- other mathematical equipment, such as angle measurers

Assistance

If a pupil requests it, you may read a question to them on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an advantage by having the function inadvertently explained by reading its name.

The following example illustrates how to deal with a common situation:

Question: “Do I need to multiply when I calculate 95% of 240?”

Answer: “I cannot tell you, but think hard and try to remember. We can talk about it after the test.”

5.2 Mathematics Paper 2: reasoning

Format

Paper 2 assesses reasoning.

Pupils will have 40 minutes to answer the questions, plus up to 100% additional time. The paper is worth 35 marks in total.

Any additional diagrams needed for the braille version of the test will be included in the back of the braille test booklet.

There is a printed transcript of the braille booklet to help test administrators. You must refer to the printed transcript, rather than the standard test questions, when administering this test.

Models may be provided within the braille test administration pack for specific questions. If applicable, the braille test administration instructions will include guidance on how to use these.

Equipment

Each pupil will need:

- a suitable way of recording their answers that reflects the usual way the pupil writes in class, such as a braille, electronic braille display or word processor
- braille paper, if the pupil is brailleing their responses
- a suitable tactile ruler, for measuring in centimetres and millimetres
- a suitable tactile protractor or angle measurer

Braille test materials may include diagrams on film, brailon or swell paper, but pupils may still require assistance in drawing and labelling.

If it is normal classroom practice, pupils may use:

- pins and bands to help record responses on diagrams
- a stylus and floppy mat to help with drawing on plastic film
- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators, provided they only give word-for-word translations

Pupils must not use a calculator.

Assistance

If a pupil requests it, you may read a question to them on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an advantage by having the function inadvertently explained by reading its name.

At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may provide explanations or show the pupil related objects or pictures to help them understand.

The following examples illustrate how to deal with some common situations:

Question: "What does 'quadrilateral' or '>' or '<' mean?"

Answer: "I cannot tell you, but think hard and try to remember. We can talk about it after the test."

Question: "What is '0.6'?"

Answer: "That is nought point six."

The braille test packs include further guidance for any specific questions.

6. Test administration on Thursday 14 May

6.1 Mathematics Paper 3: reasoning

Format

'Paper 3: reasoning' consists of a single test paper.

Pupils will have 40 minutes to answer the questions, plus up to 100% additional time. The paper is worth 35 marks in total.

Any additional diagrams needed for the braille version of the test will be included in the back of the braille test booklet.

There is a printed transcript of the braille booklet to help test administrators. You must refer to the printed transcript, rather than the standard test questions, when administering this test.

Models may be provided within the braille test administration pack for specific questions. If applicable, the braille test administration instructions will include guidance on how to use these.

Equipment

Each pupil will need:

- a suitable way of recording their answers that reflects the usual way the pupil writes in class, such as a braille, electronic brailled display or word processor
- braille paper, if the pupil is brailleing their responses
- a suitable tactile ruler, for measuring in centimetres and millimetres
- a suitable tactile protractor or angle measurer

Braille test materials may include diagrams on film, brailon or swell paper, but pupils may still require assistance in drawing and labelling.

If it is normal classroom practice, pupils may use:

- pins and bands to help record responses on diagrams

- a stylus and floppy mat to help with drawing on plastic film
- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators, provided they only give word-for-word translations

Pupils must not use a calculator.

Assistance

If a pupil requests it, you may read a question to them on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an advantage by having the function inadvertently explained by reading its name.

At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to a pupil, you may explain it or show them related objects or pictures to help them understand.

The following examples illustrate how to deal with some common situations:

Question: "What does 'quadrilateral' or '>' or '<' mean?"

Answer: "I cannot tell you, but think hard and try to remember. We can talk about it after the test."

Question: "What is '0.6'?"

Answer: "That is nought point six."

The braille test packs include further guidance for any specific questions.

7. After the tests

7.1 Packing and sending test scripts for marking

Pupils taking braille versions of the tests should be marked as ‘attended’ on the attendance register.

You will receive the braille materials in a padded envelope, which you should retain and use to return the completed braille test scripts for marking.

You can find full guidance on how to complete online attendance registers and pack test scripts, including modified test scripts, in the [returning test scripts guidance](#).

7.2 Amendments to mark schemes

In some cases, we make changes to the standard questions for the braille version of a test. This may result in a change to the standard mark scheme for these questions.

These changes are recorded in the amendments to mark schemes for braille tests, which will be available to download with the test materials from [GOV.UK](#) after the test period.

8. Help and support

General enquiries

For general questions about administering the KS2 tests, you can contact the national curriculum assessments helpline:

National curriculum assessments helpline

Call: 0300 303 3013

Email: assessments@education.gov.uk

Online: [NCA Portal](#) ‘Support’

For enquiries relating to KS2 access arrangements to meet a pupil’s specific needs, schools can use the ‘Message us – access arrangements’ form within the ‘Test administration’ tab on the [NCA Portal](#).

Modified tests

You can find full details of which modified tests are available in the '2026 national curriculum tests' section (paragraph 5.5) of the [KS2 ARA](#).

Schools can discuss the suitability and order requirements of braille versions of the KS2 tests by calling the national curriculum assessments helpline on 0300 303 3013 or emailing MTH@iwanttoconnect.co.uk.

Do not include or discuss details of live test content in your enquiries.

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