Standards & Testing Agency

Guidance

# 2027 key stage 2 access arrangements guidance

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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 that they can take part in the KS2 tests. Access arrangements are adjustments that schools can 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 Arrangements requiring an application). Some arrangements do not require permission, but schools must notify STA of their use (see Arrangements requiring a notification). Other arrangements may be used without prior approval or the need to notify STA, provided that they reflect the school's normal practice for classroom or testing environments (see School-delegated arrangements).

Schools should submit their applications or submit notifications for access arrangements as early as possible within the application or notification period. Applications or notifications submitted after the deadline cannot be guaranteed and will only be accepted in the most exceptional circumstances – for example, where a pupil's needs have significantly changed after the application deadline, or a pupil joins the school after the application deadline. If there are no exceptional circumstances for the request, it will be rejected – for example, in case of human error (including forgetting to apply), last-minute connectivity or IT issues, or staff absences.

# 1. Overview of access arrangements

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

It may be helpful to use previous KS2 test materials with pupils before administering the 2027 tests. This will help 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 special educational needs support system
- whose learning difficulty or disability significantly affects their ability to access the tests

- who have behavioural, emotional or social difficulties

Access arrangements may also be used to support pupils' specific needs with:

- difficulty reading
- difficulty writing
- difficulty concentrating
- difficulty processing information
- a hearing impairment
- 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 to support pupils.

You should also consider explaining to parents and pupils if you plan to provide any access arrangements in the tests, so they are fully informed in advance.

There will be some limited circumstances in which a pupil cannot access a test even with appropriate access arrangements – for example, screen readers cannot be used in the English reading test. If a pupil would not be able to access the test using other arrangements, they should not take the test. In this case, the pupil will still need to be registered for the test and then later recorded as 'Unable to access (U)' on the test attendance register – you can find more information in the guidance on registering pupils for the tests.

Pupils should only take tests if they are in a fit physical and mental state.

If a test administrator is a relative, carer or guardian of a pupil they are supervising, there should be at least one other test administrator who is not related to the pupil present at all times.

Adults providing one-to-one support for an access arrangement must not be a relative, carer or guardian of the pupil. This includes scribes, readers, translators and transcribes.

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

Schools can contact STA directly for further advice, if required, using the 'Message us – access arrangements' form within the 'Test administration' tab on the National

Curriculum Assessments Portal (NCA Portal).

## Evidence

During a monitoring visit, local authorities may ask to see evidence relating to the support provided to enable pupils to access the tests and demonstrate their ability, without giving them an advantage.

> Schools must ensure they have current documentation available to demonstrate that a pupil's needs require the support of an access arrangement.

Evidence will vary according to the type of support and may include:

- notes recorded in teaching plans or workbooks
- adapted lesson plans
- individual pupil support plans
- a pupil's classwork

## Maladministration

Schools could be subject to a maladministration investigation if they fail to use access arrangements appropriately, such as:

- inaccurate transcription of pupil's work
- failing to make the relevant application or notification to STA
- early opening of test materials without permission from STA
- unauthorised additional time
- not having evidence readily available for a monitoring visit to show that access arrangements used in the tests reflect the school's normal practice for classroom or testing environments

During a maladministration investigation, STA may ask to see evidence that any support provided to pupils in the tests is regularly provided as part of the school's

normal practice for classroom or testing environments.

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

# 2. Arrangements requiring an application

Schools must apply 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 confirming the outcome of an application. Schools must await the outcome of their application before taking any further related action.

Schools must submit the application forms in the 'Submit access arrangement applications' section within the 'Test administration' tab on the NCA Portal.

> The application form for additional time will be available from Monday 8 February to Thursday 20 May.
>
> The application form for early opening will be available from Monday 8 February to Friday 5 March.
>
> The application form for compensatory marks for spelling will be available from Monday 8 February to Monday 19 April.

STA will only consider applications after the deadlines in exceptional circumstances. Examples of these include where a pupil's needs have significantly changed after the application deadline or where a pupil joins the school after the application deadline. In such cases, schools should contact STA using the 'Message us – access arrangements' form within the 'Test administration' tab on the NCA Portal to discuss the pupil's requirements. Reasons such as human error (including forgetting to apply), last-minute connectivity or IT issues, or staff absences are not exceptional

circumstances, and requests made for these reasons will be rejected.

We suggest that schools have more than one designated member of staff registered on the NCA Portal. This will ensure that applications and notifications are not the sole responsibility of one person, reducing the potential impact of staff absence or shortages and the burden on headteachers.

> Schools must not include copies of application forms or any other correspondence about access arrangements with the completed test scripts when packing and returning them for marking, as this will slow down the marking process.

## Additional time

Pupils automatically qualify for:

- up to 25% additional time in all the tests, if they have an EHC plan in place
- up to 100% additional time in all 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 the school's normal practice for classroom or testing environments. If a pupil is supported with other access arrangements in the tests, schools should follow the usual application or notification process for them.

If the above does not apply to a pupil, they do not automatically qualify for additional time and schools must make an application for additional time on the NCA Portal. This may be appropriate for pupils who:

- require additional time under test conditions to properly demonstrate their knowledge and understanding, such as 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 consider whether supervised rest breaks during the tests would be more beneficial to pupils than additional time, or whether rest breaks can be used

together with additional time to prevent pupils suffering from fatigue (see School-delegated arrangements).

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

**Applying for additional time (Monday 8 February to Thursday 20 May)**

Allowing a pupil additional time in the tests without STA's authorisation may lead to a maladministration investigation.

When making an application, schools will need to answer all 7 questions about the pupil, which are listed below. 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 in case they receive a monitoring visit or maladministration investigation.

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.

A teacher with an understanding of the pupil's needs should make the application during the application period and before a KS2 test is administered with additional time.

1. Can the pupil understand and respond appropriately to a simple request or instruction given in English, without being aided or prompted 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 lipread?
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?

Schools will receive the outcome of their application, which considers the responses to all 7 questions, directly after submitting the form. The outcome will confirm whether the pupil is eligible for additional time or whether the school could consider alternative access arrangements.

Based on the responses to the questions in the application, STA may decide the pupil qualifies for up to 25% additional time. However, a pupil may also be allowed the use of an aid, and this would be 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. If the pupil was supported by a scribe, a notification of aid would also be required.

Once submitted, applications for additional time cannot be amended or deleted. If you make a mistake, you will have to complete another application. Please make a note of the error on your school's copy of the correct application form. If you receive a monitoring visit, you will need to explain why there are multiple applications and which is the correct one.

Schools should check each application form and outcome letter straight after submission, to ensure any potential mistakes are identified and a new application is submitted before the application deadline, if required.

Schools cannot make new applications for additional time once the deadline has passed.

If you need more information or support, please contact the national curriculum assessments helpline on 0300 303 3013.

# Early opening to adapt a test paper

Before making the decision to adapt test materials, schools should consider whether modified tests provided by STA would meet the needs of the pupil (see Modified tests).

Modified tests are primarily designed for pupils with visual impairments, but they may also 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 of 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 made correctly. Specific guidance will be available in the 'Test administration instructions' supplied with the tests.

> 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 from STA may lead to a maladministration investigation.

**Applying for early opening (Monday 8 February to Friday 5 March)**
If you need to open test papers (including modified test papers) more than one hour early to make complex adaptations, you must apply for early opening in advance on the NCA Portal.

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 2 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 onto 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

If you can complete the required adaptation to support your pupil in the hour before you are due to administer the test, you do not need to make an application for early opening.

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 to open all test papers one school day early, and the application is approved, this would mean that the school could open:

- English grammar, punctuation and spelling Papers 1 and 2 on Friday 7 May
- the English reading paper on Monday 10 May
- Mathematics Papers 1 and 2 on Tuesday 11 May
- Mathematics Paper 3 on Wednesday 12 May

If your school is adapting test papers, please pack the completed test scripts in the same clear bag as all the other test scripts for marking.

## Compensatory marks for spelling

Pupils with a profound hearing impairment and who do not lipread or use a signing system, or can only use fingerspelling, 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 8 February to Monday 19 April)**
When applying for compensatory marks on the NCA Portal, 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' on the 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 still 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.

# 3. Arrangements requiring a notification

Schools must notify STA on the NCA Portal, before submitting the 'KS2 headteacher's declaration form', if pupils are supported with a:

- scribe
- transcribe
- word processor or other technical or electronic aid

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

- any pupils who were supported with a scribe, transcribe, word processor or other technical or electronic aid
- who acted as the scribe or transcribe
- whether the aid was used for all or part of the test

The ‘Manage attendance register and notification of aid’ forms will be available in the ‘Activities’ tab on the NCA Portal from Monday 26 April to Friday 21 May.

Schools do not need to wait until all test scripts have been collected before submitting a notification of aid through the online test attendance register on the NCA Portal.

Where a pupil had the support of an aid, please pack their completed test scripts in the same clear bag as all the other test scripts for marking.

> Schools must not include copies of aid notification forms or any other correspondence with the completed test scripts when packing and returning them for marking, as this will slow down the marking process.

## Scribes

A scribe is a writing assistant who writes out answers dictated by the pupil during the test. Schools can provide a scribe if there are no other appropriate options to enable the pupil to work independently and the use of a scribe reflects the school’s normal practice for classroom or testing environments.

Scribes can be used to support a pupil for all or part of a test.

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
- 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
- only provide support for the duration of the time awarded to the pupil in the test

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

All scribed test scripts should be packed in the same clear bag as all the other completed test scripts for marking.

Incorrect use of a scribe may lead to a maladministration investigation.

**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. The spelling must be the pupil's own.

**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.

# 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 and, therefore, test conditions. 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.

Transcribes can be used to support a pupil for all or part of a test.

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 (blue or black), but not red
- not use a pencil
- where only part of the test paper needs transcribing, transcribe alongside the pupil's answers but not on the pupil's work, and pack the script in the same clear bag as all the other completed test scripts for marking
- make extensive or full transcripts on a new test paper, labelled with the pupil's name, school name and school DfE number, and pack the pupil's original test script with the transcript attached in the same clear bag as all the other completed test scripts for marking
- not change any of the pupil's original answers, including the positioning of commas and decimal places in the mathematics tests or the positioning and type of punctuation in the English grammar, punctuation and spelling tests
- not transcribe any answers the pupil has crossed out
- ensure that the spelling reflects the pupil's original answer in the English grammar, punctuation and spelling tests

Incorrect transcription of test scripts may be escalated by a marker and could lead to a maladministration investigation.

> Braille test scripts must not be transcribed. STA will make appropriate marking arrangements.

## Word processors or other technical or electronic aids

Pupils must use equipment, such as screen readers, independently.

Schools should test the functionality of the equipment with previous KS2 papers. If equipment has functionality that would give the pupil an advantage, including the use of artificial intelligence (AI), and this functionality 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.

Word processors or other technical or electronic aids can be used to support a pupil for all or part of a test.

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 with the pupil's name, school name and school DfE number, attached to their test script, and packed in the same clear bag with all the other completed test scripts for marking.

Schools must then ensure that all test content is removed from the equipment.

**English grammar, punctuation and spelling and mathematics**
The equipment must not:

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

**English reading**
Screen readers, word processors or other technical or electronic aids may be used to record pupils' answers in the English reading test – however:

- these aids must not be used to provide reading support other than to read the general instructions on page 3 of the reading answer booklet
- a screen reader must not be used to read the text or questions in the English reading test

# 4. School-delegated arrangements

The following access arrangements may be used without approval or notification, provided that they reflect the school's normal practice for classroom or testing

environments:

- written or oral translations
- readers
- rest breaks
- keeping pupils focussed (prompter)

Schools must have evidence to show that the pupil routinely receives this support, in case of a monitoring visit or maladministration investigation.

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

## Written or oral translations

STA does not provide translations of the tests, but schools can prepare written, electronic, web-based, or oral translations of the mathematics tests to meet individual pupils' needs, provided that they are working at the standard of the mathematics tests.

If schools use an electronic or web-based translation service, they must ensure it is secure and any data or content placed there must not be shared with, or be visible to, any other party. Schools are responsible for checking the security of translation services before use.

All translated test papers or translations of the pupil's answers must be packed in the same clear bag as all the other completed test scripts for marking.

**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 in 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 packed in the same clear bag as all the other completed test 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 each test is due to start. If more time is needed, schools must make an application for early opening (see Arrangements requiring an application).

Translators may provide oral translations 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 in the hour 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 (see Arrangements requiring a notification).

**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.

## Readers

Pupils who have difficulty reading may be supported in the English grammar, punctuation and spelling and mathematics tests by having a reading assistant read the text or questions to them. 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 may occur
- may also act as a scribe if the pupil is not writing independently (see Arrangements requiring a notification)

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

A reader cannot be used in the English reading test.

**English grammar, punctuation and spelling**
The notes for readers in the English grammar, punctuation and spelling test 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 will make sure 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 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 by:

- clarifying instructions, provided that no additional information is given which could give the pupil an advantage
- reading, but not clarifying, 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.

The 'Test administration instructions' provided with the test materials will include further instructions, as appropriate, if there are certain questions that require specific guidance about what can and cannot be read.

## 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, in the hour before the test 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 may 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 it was started. Any partially completed tests must be sent for marking in the same clear bag as all the other completed test scripts.

## Keeping pupils focussed (prompter)

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 the school’s normal practice for classroom or testing environments, 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 on 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.

# 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.

The arrangement must reflect the school's normal practice for classroom or testing environments. Schools may also consider making use of early opening arrangements (see Arrangements requiring an application).

# 6. Squared paper

Mathematics test papers include space for working out, with gridlines included in the standard tests where these are useful to pupils.

STA discourages the use of additional squared paper for the standard tests, as pupils may lose marks if they make an error or omission when transferring their working to the test paper.

However, if using squared paper is part of the school's normal practice for classroom or testing environments, it can be used as an access arrangement.

Schools should:

- ensure that the pupil's name, school name, school DfE number and question numbers are written on the additional paper
- check that the pupil has noted the correct question number for which they have used squared paper
- attach the additional paper to the pupil's test script, and pack this in the same clear bag as all the other completed test scripts for marking

# 7. Highlighter pens

Pupils may highlight passages of text in any of the tests, provided that this reflects the school's normal practice for classroom or testing environments. However, 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

# 8. Administering the tests at an

# alternative location

Schools can administer the tests at an alternative location at the headteacher's discretion. This may include administering at a pupil referral unit, alternative provision or the pupil's home, provided that 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 that the tests are administered according to the test administration guidance.

If the tests need to be administered on an alternative date, up to 5 school days later, you will need to submit a timetable variation application and wait for STA's approval before administering the tests.

# 9. Illness or injury at the time of the tests

Schools should not administer a test to a pupil who is too ill to take it. If a pupil is not fit to take the test, the school should consider applying for a timetable variation to administer it up to 5 school days after the scheduled test day.

STA will not compensate or give special consideration for pupils who become ill while taking a test.

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 a 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 a pupil sustains an injury that impacts their ability to write at the time of the tests, they may use a scribe. If the headteacher believes the pupil has not had enough time to become familiar working with a scribe, they may use their professional judgement to also allow the pupil up to 25% additional time. An application for additional time is not required, but the school should have evidence to support the

arrangements in the event of a monitoring visit. If the pupil is already familiar with working with a scribe, additional time must not be given. Schools must follow the guidance for scribes and submit a notification of aid (see Arrangements requiring a notification).

# 10. Help and support

## General enquiries

For general questions about access arrangements, 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'

You can find instructions on packing test scripts for marking in the guidance for returning test scripts.

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 '2027 national curriculum tests' section (paragraph 5.5) of the KS2 assessment and reporting arrangements.

If you require further advice about the available braille papers and MLP formats, you can call the national curriculum assessments helpline on 0300 303 3013 or email MTH@iwanttoconnect.co.uk.

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

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