

Access Arrangements at KS2 2015-16

The 2016 Key stage 2: assessment and reporting arrangements has been published (Jan 2016). This briefing highlights the main points but schools must refer to the full document to ensure that access arrangements meet the stated criteria.

2016 Key stage 2: assessment and reporting arrangements (ARA) Section 5.2 states that AA may be appropriate for pupils:

- with an **Education Health and Care Plan** or a local equivalent
- for whom provision is being made in school using the **SEN Support** system **and** whose **learning difficulty or disability significantly** affects their ability to access the tests
- who requires alternative access arrangements because of a **disability**
- who is **unable to sit and work** for a **long period because of a disability** or because of **social, emotional or mental health difficulties**
- with EAL and who has **limited fluency in English**

Schools must make sure they have **documentation to show that a pupil is eligible** for access arrangements. This must **include evidence that resources** are routinely **committed to providing this support in the classroom**. Schools must be able to show the documentation if they have a monitoring visit.

Access arrangements should be based primarily on **normal classroom practice** for pupils with particular needs.

AA where applications must be made via the online application through the access arrangements section of [NCA tools](#) and AA must be awarded before it can be administered in the tests:

1) Additional time

Pupils **automatically qualify** for additional time if they:

- have a statement or EHCP
- have visual impairment use

Schools do not need to complete an application for these pupils.

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

- use additional time as part of normal classroom practice
- are working at the standard of the KS2 tests
- use the standard versions of the tests

Applications for additional time in these cases will need to be made.

2) Compensatory marks

Compensatory marks may be awarded to pupils who have a profound hearing impairment.

3) Early opening

Schools may open test papers **up to one hour before** a test without seeking permission, to make small adaptations e.g. photocopying test papers onto coloured paper. If more time is needed, then an application must be made.

AA where permission to use is not required but schools need to complete the online notification form available from 12th May

1) Scribes

A scribe should only be used if other options are not appropriate. A scribe can be used when a pupil is physically unable to write; able to write but this causes discomfort, writes very slowly; finds writing very difficult; has an injury, experiences fatigue or has a visual / motor impairment.

2) Transcripts

Pupils who can't read their own writing should use a word processor or scribe.

3) Word processors or other technical or electrical aids

i) Mathematics and English grammar, punctuation and spelling tests

Pupils may use word processors or other technical or electrical aids during the maths and English grammar, punctuation and spelling tests provided stated criteria are met.

ii) English reading test

Word processors or electronic or technical aids may be used **to record pupils' answers** to the English reading test but not to provide reading support.

4) Administering the tests at an alternative location

At the headteacher's discretion, tests may be administered at an alternative location.

5) Written or oral translations

Written translations should be made during the hour before the test is due to start. If, due to exceptional circumstances, it is not possible to do this, an application must be made for early opening of the test materials. Oral translations may be given by a translator at the time of the tests. This must be on a one-to-one basis. If a pupil answers orally, this must also be on a one-to-one basis.

No prior application or notification required but the specific AA arrangement must reflect normal classroom practice.

1) Readers

A reader must only be used on a one-to-one basis. In most cases, this will apply to pupils whose reading age is considerably lower than their actual age. If a pupil requests it, the reader may also read back any part of a pupil's response.

i) English reading tests

The reader may only help the pupil to 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. The reader must not read the texts, questions or any part of a pupil's response back to the pupil.

ii) English grammar, punctuation and spelling tests

Readers are allowed for the grammar, punctuation and spelling test if it is part of normal classroom practice.

iii) Maths tests

A reader may:

- clarify instructions
- read but not clarify subject-specific vocabulary
- refer a pupil back to the previous part of the question in multi-part questions

The reader may read words and numbers but not maths symbols.

2) Prompters

A pupil with severe attention problems may be supported by a prompter. Verbal prompting may be used where this is in line with the support the pupil normally receives in class.

Schools may use adhesive notes or stickers to cover other questions on the page. In these circumstances the whole question the pupil is currently working on should remain uncovered. In the event of a monitoring visit schools must have evidence to show that each pupil using a prompter has severe attention problems.

3) Rest breaks

Rest breaks can be appropriate for a pupil who finds it difficult to concentrate or who may experience fatigue. Rest breaks can be provided by splitting the tests into sections or stopping the clock. The content of the test must not be discussed during rest breaks.

i) English reading test

Rest breaks can be used at any point during the test as long as

- divide the test into sections during the hour before it is due to start
- administer all sections of the test on the timetabled day
- make sure the pupil has the same overall time to complete the test as those who take the test in sitting
- keep the questions in the same order
- give the pupil an opportunity to attempt all parts of a paper, so that the test properly reflects their attainment

4) Apparatus in the maths test

If a pupil has difficulties accessing two-dimensional diagrams, schools may give them real objects that look like those illustrated in the mathematics tests. Number apparatus, counters or number squares must not be used. Squared paper should not be given to pupils as a standard resource in the mathematics tests. However, if it is normal classroom practice for a pupil to use squared paper it may be provided for all questions in the arithmetic paper, but should not be available for any questions in either of the reasoning papers.

5) Making modifications to test papers

Schools can make modifications to test papers, such as photocopying onto coloured paper, enhancing diagrams and enlarging text, up to 1 hour before the tests without requesting permission, provided that it is normal classroom practice to do so. If more than 1 hour before the test is required the school must apply for early opening of the test papers.

Pupils who are injured at the time of the tests

If a pupil sustains an injury within a week of the tests, which affects their ability to take a test, e.g. if they break their writing arm or hand, they can be provided with a scribe, a word processor, transcript and 25% additional time for the test. If a pupil sustains an injury more than a week before the tests, they are allowed the above AA but not additional time. Schools do not need to apply for permission to award additional time in this situation unless but need to complete the online notification form if a scribe, word processor or transcript is used.

Pupils who are ill at the time of the tests

Pupils who are ill on the day of a test should not sit them.

References

Standards and Testing Agency: *Key stage 2 tests: how to use access arrangements*

29th Jan 2016 <http://preview.tinyurl.com/jm52ao3>

2016 *Key stage 2: assessment and reporting arrangements* (ARA) Section 5.2

<http://preview.tinyurl.com/gokyjmv>