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How to apply for proctoring access tests

Access arrangements are available for candidates with learning difficulties, disabilities and other medical conditions. Access arrangements should be arranged in advance of testing. Arrangements not requiring approval Comfort Aids The following are allowed into the testing room after visual inspection and do not require prior approval: Items on the Pearson VUE Comfort Aid List Non-electronic ear defenders or earplugs (must not have Bluetooth capabilities or be able to connect to any device). Coloured overlay (supplied by the candidate). Overlays should lie flat against the screen (kept in place by static) or in a frame that sits on top of the monitor. Monitors in most UK test centres are 24" flat screen. General Accommodations The following do not require approval but should be arranged at least 5 working days in advance of testing by calling Pearson VUE Customer Services: Wheelchair access or adjustable height desk (subject to test centre availability) Screen magnification or colour/contrast features (provided using 'ZoomText'). Arrangements requiring approval You must apply to the UCAT Office for approval to put rest breaks, extra test time, or special accommodations in place. Rest Breaks Rest breaks are approved if you are entitled to these to manage a disability during testing. Rest breaks (which equate to 10 minutes per hour of testing) may be used to pause the clock and take a break without losing test time. You are limited to a maximum of 3 rest breaks in each subtest or introduction screen. Read the guidance on pause-the-clock rest breaks and see the timings of tests with rest breaks. Extra test Time extra test time is approved if you are entitled to more time to do a process test content due to a disability which has a substantial and long-term adverse effect on speed of working. Extra test time will not be normally approved if you are applying for additional time because English is not your first language. As the UCAT test is computer-based, extra test time will not be approved if your request only relates to handwriting issues. Find out about the timings of tests with extra test time. In most cases 25% extra test time (with rest breaks if appropriate) is sufficient. Special accommodations Separate room Approval for a separate room is only given if your evidence specifies you are entitled to 1:1 invigilation. Test centre rooms usually accommodate up to 15 candidates and meet the requirement for testing in a smaller room. Separate rooms are subject to test centre availability. Separate rooms are not soundproofed or quieter than the main testing area. You should request earplugs to limit disruption. Access to medical items (including food/water) at your workstation Approval is only required for items not considered Comfort Aids. Evidence must support the need for continuous or immediate access to these items. This usually requires a separate room (see above), which is subject to test centre availability. Items not approved must be stored in a designated place at the test centre and used outside the testing room. This also applies if a separate room is not available. Food/drink must not be placed or consumed near the workstation. You are responsible for damage related to these items. Candidates with diabetes should refer to this information. Online proctored testing Online proctored testing may be appropriate to support candidates with disabilities/medical conditions who would not be able to sit their test at a test centre. Evidence must confirm your access needs would not be met in a test centre separate room. We will also consider whether you are currently attending school or work in-person. Access arrangements available for online proctored testing are different to those who can support at a test centre. Online proctored testing is unlikely to be approved if you would be disadvantaged by testing online (e.g. if other accommodations cannot be supported for security reasons). Find out the timings of online proctored tests. Online proctored testing takes place in a different test window (7 July to 19 September). Other eligibility considerations are outlined here. Access arrangements not listed above If you are entitled to access arrangements not included above, you should make an application with appropriate supporting evidence. Application process Step 1 - Register for a UCAT Account Create a UCAT Account as a candidate ID is required to make an application. If you are a returning candidate use your existing candidate ID. Do not book a test until you receive the outcome of your application. Step 2 - Apply for Access Arrangements Complete the online application form and upload correct supporting evidence. Evidence requirements are detailed below. Applications open: 13 May 2025 (9:30 BST) Application deadline: 16 September 2025 (12 noon BST) You should apply at least 10 working days before you intend to book your test. Applications are not accepted after the deadline. If you apply late in the test window you may have limited testing options depending on test centre availability. UCAT will not take action if you test without having approved access arrangements in place. Step 3 - Receive the outcome of your application You will receive notification of your approved access arrangements within 5 working days. If you have not received the outcome within this time (after checking junk/spam folders), email the UCAT Office. We may request additional evidence if we consider the initial supporting documentation is not sufficient. External advice may be requested to support our decision making. We reserve the right not to approve access arrangements previously or currently granted by a school/college/university or those recommended by the GP or specialist for the UCAT test. Applications may be rejected where your entitlement to access arrangements would not apply to computer-based testing. If you are currently in receipt of access arrangements not consistent with JCQ regulations, you may be offered UK reasonable adjustments for your disability in line with those supported by JCQ. Step 4 - Book a Test Book a test online and call Customer Services to arrange any relevant accommodations before the booking deadline. It is your responsibility to put approved access arrangements in place in a timely way before testing. If you are approved for rest breaks/extra test time you will be issued a Private Access Code (PAC) allowing you to book the correct test. If you have already booked a standard UCAT and need to change this, refer to the FAQs below for advice. Supporting evidence The evidence you must upload to support your application is outlined below. If you provide incorrect evidence it will delay your application. Candidates in school/college in 2025 If you are currently entitled to access arrangements in your school/college examinations you should provide one of the following: Option 1: Letter from your school/college A signed letter (dated 2025) on headed paper from your school/college which should (as appropriate) confirm: your disability the amount of extra time you are entitled to in public examinations (e.g. 25%), the amount of time you are entitled to for rest breaks. If you are entitled to 1:1 invigilation, any other accommodations you are entitled to in public examinations, on what basis this had been agreed, for example a diagnosis from a qualified medical practitioner or an assessment by a registered psychologist or specialist teacher assessor. Advise your school/college of these guidelines to avoid unnecessary rejection of your evidence. Option 2: JCQ Form 8/9 A copy of all pages of your most recent JCQ Form 8 (profile of learning difficulties) or Form 9 (profile of need) signed by the Head of Centre/SENCo/Assessor. Candidates in school/college with a recent diagnosis If you have a recent diagnosis and access arrangements have not yet been put in place by your school/college, refer to the FAQs below for our evidence requirements. Candidates in university in 2025 If you are currently entitled to access arrangements in your university examinations you should provide the following: A signed letter (dated 2025) on headed paper from your university which should (as appropriate) confirm: your disability the amount of extra time you are entitled to in university examinations (e.g. 25%), the amount of time you are entitled to for rest breaks. If you are entitled to 1:1 invigilation, any other accommodations you are entitled to in public examinations, on what basis this had been agreed, for example a diagnosis from a qualified medical practitioner or an assessment by a registered psychologist or specialist teacher assessor. Advise your school/college of these guidelines to avoid unnecessary rejection of your evidence. Candidates in university with a recent diagnosis If you have a recent diagnosis and access arrangements have not yet been put in place by your university, refer to the FAQs below for our evidence requirements. Candidates who left education before 2025 If you left education before 2025 you may provide one of the following: Option 1: Letter from your most recent school/college/university This option is likely to relate to candidates who have recently left school/college/university. A signed letter (dated 2025) on headed paper from your most recent school/college/university, which should (as appropriate) confirm: your disability, the amount of extra time you were entitled to in public examinations (e.g. 25%), the amount of time you were entitled to for rest breaks. If you were entitled to 1:1 invigilation, any other accommodations you were entitled to in public examinations, on what basis this had been agreed, for example a diagnosis from a qualified medical practitioner or an assessment by a registered psychologist or specialist teacher assessor. Option 2: JCQ Form 8/9 This option is likely to relate to candidates who have recently left school/college. A copy of all pages of your most recent JCQ Form 8 (profile of learning difficulties) or Form 9 (profile of need) signed by the Head of Centre/SENCo/Assessor. Option 3: Diagnostic Assessment Report A full, post-16 diagnostic assessment report of a specific learning difficulty from a specialist teacher assessor or registered psychologist. This must explicitly recommend a specific amount of extra examination time (e.g. 25%) and/or other accommodations in public examinations. Option 4: Letter from your GP/specialist A recent letter (dated 2025) from your usual GP Practice or a specialist (e.g. a consultant or psychiatrist) which must include a clear outline of your disability and the access arrangements you are entitled to for a 2-hour, multiple choice test sat on computer (as opposed to a written examination). The letter must specify as appropriate: the impact your disability has on your speed of working and the amount of extra test time (e.g. 25%) recommended to remove any disadvantage. If more than 25% extra test time is recommended why this amount is required to remove any disadvantage, whether rest breaks are required, any other accommodations you are entitled to for examinations. The letter must make it clear that any recommendations are based on the GP or specialist's clinical opinion. A letter that simply states your preferences or wishes is not sufficient to approve access arrangements. Advise your GP or specialist of these guidelines to avoid unnecessary rejection of your evidence. APPLY FOR ACCESS ARRANGEMENTS (FROM 13 MAY 09:30 BST) Access Arrangements FAQs Where can I find the UCAT Access Arrangements Policy? The UCAT Access Arrangements Policy can be found here. What supporting evidence should I provide if I have a recent diagnosis and access arrangements have not yet been put in place by my school/college/university? If you have a recent diagnosis and access arrangements have not yet been put in place by your school/college/university, you should provide a signed letter (dated 2025) on headed paper from your school/college/university which should (as appropriate) confirm: your disability, the arrangement the school/college/university intends to put in place in the future including: the amount of extra time in public examinations (e.g. 25%), the amount of time for test rest breaks. 1:1 invigilation, any other accommodations, on what basis this has been agreed, for example a diagnosis from a qualified medical practitioner or an assessment by a registered psychologist or specialist teacher assessor. Can I apply for access arrangements if I experience illness or injury? Access arrangements are not normally approved for minor or short-term illness or injury. The UCAT is delivered over a period of 12 weeks so you would be expected to sit the standard test once you have recovered. If you have a test booked, you should reschedule your appointment until you are fit to test. For other circumstances, please refer to the Fitness to Test Policy for advice. Will you accept evidence that is not written in English? Supporting evidence must be written in English. If the original version of the supporting evidence is not written in English, we will accept a translated version which must be signed by the original author or a legal representative. Can I leave the test centre room for a break? If you need a break (e.g. to take medication or to use the toilets), raise your hand to notify the invigilator. Tests without rest breaks cannot be paused; you will lose time when out of the room. Take breaks between subtests to limit impact on test time. If you are sitting a test with pause-the-clock rest breaks you should raise your hand to notify the invigilator if you need to leave the room during a break. I have a test booked. How do I change this to the extended test version I have been approved to sit? It is not possible to amend an existing booking to add extra test time/rest breaks. Any existing booking must be cancelled before you can book a different test version. The usual cancellation policy applies. For instance, if you book a standard UCAT and then have an access arrangements application approved to sit the UCATSEN (25% extra time), you must first cancel your UCAT appointment before the booking system will allow you to book a UCATSEN (using your Private Access Code). If you have used a bursary voucher to book your test you may re-use the same code. The date, time and location of your new appointment will depend on availability. This is why we advise you not to book your test until you receive confirmation of approved access arrangements. What if I take unapproved items with me to the test centre? Unapproved items you take to the test centre will need to be stored in a locker or designated area and used outside the testing room. If required during testing, please raise your hand to notify the invigilator. The test cannot be paused and will continue running; you will lose time whilst out of the test room. You are advised, if possible, to use the break between subtests or pause-the-clock breaks (if applicable) to limit impact on test time. Can I take water into the test room? If it is medically necessary for you to have water at your workstation, you can apply for this access arrangement. This requirement needs to be supported by evidence. Otherwise, water is not permitted in the test room as it could damage technical equipment and if brought must be stored in a locker and used outside the testing room. Do you need to apply for access arrangements if you have already applied for access arrangements? Do you need to apply for access arrangements again if I did so in a previous year? Yes, you must apply for access arrangements each time you sit the UCAT. Access arrangements approved by the UCAT Office are only valid for that year's sitting of the UCAT. We do not keep applications or evidence after the usual retention period. How do my access arrangements affect my university application? Our decision regarding your access arrangements application applies solely to your sitting the UCAT. It does not relate to any aspects of university admission processes, your fitness to study medicine/dentistry or your fitness ultimately to practise. 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 during the test administration period (see section 6). Other arrangements may be used without prior approval, or the need to notify STA, provided they reflect normal classroom practice (see section 10). Schools should make their applications or submit notifications for access arrangements as early as possible within the application or notification window. Requests to make applications or notifications after the deadline has passed 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. 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 papers 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 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. 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 (see section 5.3 of the KS2 assessment and reporting arrangements (ARA) for further information). Pupils should only take tests if they are in a fit physical and mental state. Adults administering tests to pupils who need access arrangements must not be a relative, carer or guardian of the pupil. Adults providing access arrangement support in the tests (scribes, readers, translators or transcribers), must not be a relative, carer or guardian of the pupil. Schools can contact STA for further advice using the 'Message us – access arrangements' form on the Primary Assessment Gateway (PAG). Evidence During a monitoring visit, 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 Maladministration Schools could be subject to a maladministration investigation 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 unauthorised additional time inaccurate transcription of pupil's work not having evidence that access arrangements used in the tests reflect normal classroom practice 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 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. The form to make applications for additional time will be available from Monday 10 February to Thursday 17 April 2025. The form to make applications for early opening will be available from Monday 10 February to Friday 7 March 2025. The form to make applications for compensatory marks for spelling will be available from Monday 10 February to Thursday 17 April 2025. 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 to discuss the pupil's requirements, using the 'Message us – access arrangements' form on the PAG. If there are no exceptional circumstances for the request, it will be rejected – for example, human error (including forgetting to apply), last minute connectivity or IT issues, or staff absences. We suggest schools have more than one delegated member of school staff registered as a PAG user. This will ensure that applications and notifications are not the sole responsibility of one person. 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. If the adapted test materials cannot be completed in the hour before you are due to administer a test, then you do not need to make an application for early opening. 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 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, and the application is approved, it would mean: English grammar, punctuation and spelling papers 1 and 2 could be opened on Friday 9 May the English reading paper could be opened on Monday 12 May mathematics papers 1 and 2 could be opened on Tuesday 13 May mathematics paper 3 could be opened on Wednesday 14 May If your school is adapting test papers, please ensure they are sent for marking in the green panelled inner bag for modified test scripts. There is a step-by-step video tutorial on how to make an application for early opening YouTube video: How to make an application for early opening 5. 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, must 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 10 February to Thursday 17 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: YouTube video: How to make an application for compensatory marks for spelling 6. Arrangements requiring a notification Schools must submit 'Notification of aid' forms to STA about the use of the following access arrangements before submitting the 'KS2 headteacher declaration form' on the PAG: pupils who are supported with a scribe pupils who are supported with a transcribe pupils who are supported with a 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 Schools must submit 'Notification of aid' forms on the PAG. The form will be available from 7am on Monday 12 May to Friday 23 May. Schools do not need to wait until all test scripts have been collected before submitting a notification of aid on the PAG. Where a pupil has been supported by a scribe, transcribe or has a word processor or other electronic aid to provide their answers, their test scripts should be sent for marking in the green panelled inner bags for modified test scripts. 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 where only part of the test paper needs transcribing, transcribe alongside the pupils answers but not on the pupil's work, and return the script in the green panelled inner 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 in the green panelled inner bag for modified scripts 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 GPS 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 tests 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. 9. Word processors or other technical or electronic aids Pupils must use equipment, such as a screen reader, independently. Schools must test the functionality of the equipment by using previous KS2 test papers. 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 sent for marking in the green panelled inner bags for modified test 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 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. 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 must not be used in the English reading test. There is a step-by-step video tutorial on how to make an aid notification: YouTube video: How to make an aid notification 10. 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: written or oral translations readers rest breaks keeping pupils focussed (prompters) 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. 11. Written or oral translations STA does not provide translations of the tests, but schools can prepare written 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. If schools use an electronic or a web-based translation service to prepare a translation, they must ensure it is secure and any data or content placed there must not be shared with, or 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 sent for marking in the green panelled inner bags for modified test scripts. 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 green panelled inner 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. 12. 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 may occur may also act as a scribe if the pupil is not writing for themselves (see section 7) If a pupil is eligible for up to 25% additional time via the application form, 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 give examples of how to read particular types of questions aloud to a pupil. Readers could 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 on page 3 of the reading answer booklet. This includes information on the front cover of the test paper and any directions that are not part of the actual question 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. 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. 13. 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 test accurately reflects their knowledge and understanding For example, if a school is splitting a test into two sections, the pupil has completed each part of the test and answered questions related to each part. The test must be completed on the same day that the partially completed test is sent for marking in the green panelled inner bags for modified test scripts. 14. Keeping pupils focussed (prompter) Pupils who are unable to focus on the question, or who lose 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. They may use a pen to tap 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. 15. 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 4). 16. Squared paper Mathematical 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 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. Schools should check that pupils have noted the correct question number for which they have used squared paper. Schools should also ensure that the pupil's name, school's name, school's DfE number and question numbers are written on the additional paper and sent for marking in the green panelled inner bags for modified test scripts. 17. 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 18. Administering the test 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 that the tests are administered according to the test administration guidance. 19. Illness or injury at the time of the tests Schools should not administer a test to a pupil who is too ill to take the test. If a pupil is not fit to take the test, the school should consider applying for a timetable variation for permission to administer the test up to 5 schools days after the scheduled test day. Pupils who become 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. After the pupil is not able to continue, or is sent home, 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 may not be given. The scribe must follow the guidance in section 7 and the school must submit a notification of aid form on the PAG and the scribed test script must be sent for marking in the green panelled inner bags for modified test scripts. Modified tests You can find full details about which modified tests are available in section 4.6 of the KS2 ARA. If you require further advice about the available braille papers and MLP formats, you can contact the national curriculum helpline 0300 303 3013 or email modifiedtestshelpline@pia.co.uk (do not email about test specific content). 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. You can find instructions on packing test scripts for marking in the guidance for returning test scripts. For general questions about access arrangements, you can 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 on the PAG. xSorry to interruptCSS Error

