



Centre 88, Saner Street
Hull, HU3 2TR
✉ office@dyslexiasparks.org.uk
☎ 01482 234856

Key Stage 2 Access Arrangements Guidance

Year 6 SATs 2023



Source of Information

This report includes information drawn from the Key stage 2 access arrangements guidance document, available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109963/2023_key_stage_2_access_arrangements_guidance.pdf

Aim of Document

This document is aimed to help you, as a parent, understand what accommodations your child's school can apply for, and the processes the school must follow, in order to help your child demonstrate their full potential in the Year 6 SATs.

Sections of this document which may be of particular relevance to your child, having received a diagnosis of dyslexia from Dyslexia Sparks, have been **highlighted**. Text given in ***italics*** has been inserted by Dyslexia Sparks, to offer further understanding.



1.1 OVERVIEW OF ACCESS ARRANGEMENTS

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

It may be helpful for the school to use **KS2 practice materials** with pupils before administering the tests. This will enable schools to identify whether pupils need additional support or adaptations, either to the test materials or to their administration.

Access arrangements might be used to support pupils who have:

- difficulty reading
- difficulty writing
- difficulty concentrating
- processing difficulties
- a hearing impairment
- a visual impairment
- English as an additional language

1.2 EVIDENCE

Schools must ensure they have documentation to show 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

2 ARRANGEMENTS REQUIRING APPLICATIONS

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

- additional time
- early opening
- compensatory marks for spelling (**for those with profound hearing impairments**)

The form to make applications for additional time will be available from Monday 13 February to Monday 24 April.



2.1 ADDITIONAL TIME

Pupils **automatically** qualify for up to:

- 25% additional time, if they have an Education, Health and Care (EHC) plan
- 100% additional time, if they use the modified large print (MLP) or braille versions of the tests

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

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

- require additional time under test conditions to properly demonstrate their knowledge and understanding, this may include pupils who are unable to work at the same speed as their peers **due to a specific need (e.g. dyslexia)**
- 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. **Rest breaks can be used together with additional time** to prevent pupils suffering from fatigue.

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

APPLYING FOR ADDITIONAL TIME (MONDAY 13 FEBRUARY TO MONDAY 24 APRIL)

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

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

1. Can the pupil understand and respond appropriately to a simple request or instruction given in English, without being prompted or aided by an interpreter or translator?
2. Does the pupil have a hearing impairment that prevents them from being able to respond appropriately to a simple question or instruction given in



- English, without being prompted or aided by a communicator or sign language interpreter or having to lip read?
3. Does the pupil need braille or enlarged print 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, at a speed of 90 words per minute, without making errors, or with very few errors (this means less than 5 errors per 20 words)?
 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? **(e.g. speed of processing, short-term and working memory difficulties)**

A maximum of 25% additional time will be awarded if a pupil qualifies, based on the responses to the questions.

However, a pupil may be allowed the use of an aid. For example, a pupil who has difficulty reading and difficulty writing could use a scribe for writing and still qualify for 25% additional time if they are reading independently. Allowing a pupil additional time in the tests that has not been authorised by STA may lead to a maladministration investigation.

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

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

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

If the pupil's needs or situation are not captured by the 7 questions within the additional time application form, schools should contact STA using the 'Message us – access arrangements' form on the PAG7 to discuss the pupil's



requirements further. In very exceptional circumstances, for example pupils with cerebral palsy, STA may grant more than 25% additional time.

2.2 EARLY OPENING TO ADAPT A TEST PAPER

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

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

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

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

Schools are responsible for ensuring that any adaptations to the tests are done correctly.

STA will not compensate, or give special consideration, where test papers have been incorrectly modified.

Early opening must not be used to administer tests earlier than the date specified in the statutory test timetable.

Arrangements requiring notifications

Schools do not need to make applications for the following access arrangements, but they must notify STA about their use once all tests have been taken. Schools must submit 'Notification of an aid' forms on the PAG8 from Monday 8 May to Friday 19 May.

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

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



3.1 SCRIBES

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

A scribe can be used when a pupil is:

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

The scribe must:

- work at the pupil's pace and not hurry them if they need time for reflection, rest or reading
- have a working knowledge of the subject
- follow the pupil's instructions precisely to draw or add to diagrams, charts and graphs in the mathematics tests
- write precisely what the pupil instructs and only make a correction on a test script if asked to do so by the pupil

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

PLEASE SEE GOVERNMENT DOCUMENT (Section 3.1) FOR FURTHER GUIDANCE ON THE USE OF SCRIBES AND COMPUTER EQUIPMENT FOR WRITING, IF THIS IS OF IMPORTANCE TO YOUR CHILD

4.2 READERS

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

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

Readers:

- do not need to be specialists in the subject being tested



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

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

4.3 REST BREAKS

The majority of 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 discussion of test content.

Pupils using rest breaks should be given the same overall time as the rest of the cohort.

Schools may want to split a test into sections for pupils who are known to need a rest break. If a school decides to split a test, they should:

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

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

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

4.4 KEEPING PUPILS FOCUSED

A pupil who is unable to focus independently, or who loses concentration easily, may be supported by someone known to them who can keep them on task. They



will keep the pupil's attention on the test paper but not help them answer any questions. They may tap on the desk or say the pupil's name, depending on what is normal classroom practice, to remind the pupil to focus on the question they are working on.

To enable pupils to keep focussed you should:

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

You must not:

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

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

4.6 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

6.2 HELP AND SUPPORT

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

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