

# Can my child get help in tests and examinations?

## Special arrangements for pupils who have special educational need

A pupil who has special educational needs may need special support arrangements in order to take tests and examinations. There is a range of possible support.

## Who might be eligible to have special support arrangements?

Pupils who receive support at SEN support or who have an EHC (education, health and care) plan (statement of special educational needs) may be eligible to have special support for tests and examinations.

NB. A pupil who has an EHC plan or a statement does not automatically qualify for special arrangements.

## Which tests and examinations does this cover?

End of key stage assessments (SATs or Standard Assessment Tests).

Public examinations: GCSE, GNVQ, GCE, A Level, and VCE

## Why is this special support available?

A pupil who receives support for class work and course work may also need special arrangements in examinations and tests. This may help to ensure that the pupil is tested fairly.

## What sort of support is possible?

There is a range of possible special support. This may include:

### Access to questions

- Additional time.
- Supervised breaks.
- Modification of questions (such as enlarged print, braille etc).
- Reading of the questions (by a person or computer software).
- Sign language.
- Amplifying of sound in aural tests.
- Coloured overlays and papers.
- A prompter (a person who helps the pupil stay on task).

### Answering questions

- Use of a typewriter or word processor.
- Braille.
- Use of specialist communication aids and voice operated software.
- A transcript (copy) - If the pupil's writing, typing or word-processing is likely to be difficult for the examiner to read, a member of staff can produce a transcript (copy) for the examiner to use. These arrangements also cover braille.

- An amanuensis (scribe) – this is someone who writes down, types or word processes a pupil’s dictated answers to the questions.
- A practical assistant or helper to help the pupil in practical tests and make sure that the pupil is safe.

## Where the pupil takes the test or examination

It may be possible for the pupil to take the test in a separate room, at home or in hospital.

## Coursework time limits

More time to complete coursework may be possible.

## Exemption

It may be possible for a pupil not to take a test, if the test is part of a larger examination, and only test one skill which is the one in which the pupil is disabled.

## Disapplication

Occasionally and in exceptional circumstances, a child may not be entered for a SAT or other examination. This is called disapplication. When a pupil is disappplied for SATs they are not entered for any part of the SAT. Schools may decide to disapply a pupil from the SAT. You should ensure that this is in the best interests of your child.

## How will I know if my child needs special arrangements?

The school should discuss the possibility of any special arrangements with you well in advance.

If you have any concerns discuss them with the school or the centre. You can talk to the class teacher, subject teacher, SENCO (special educational needs coordinator), head of year or headteacher. Try to raise this issue with them as early as possible in the school year to allow for discussions and arrangements to take place.

## Who is responsible for requesting special arrangements?

### End of Key Stage Assessments (SATS)

The school or centre is responsible for this at key stage 1. At key stage 2 and 3 the school or centre needs to ask for permission from the local education authority for some types of special arrangement.

### Public examinations

The Head of the school or centre is responsible for requesting special arrangements from the examining body.

Requests for special arrangements need to be made as early as possible in the school year.

## What evidence may the school need to provide?

### End of key stage assessments (SATS)

Evidence may include:

- assessment by the school or centre;
- an individual education plan (IEP);
- an EHC plan;
- medical information or evidence from other external agencies.

### Public examinations

#### (GCSE, GNVQ, GCE, A Level and VCE)

One or more of the following is needed:

- Historical evidence of the pupil’s difficulties.
- An up to date EHC plan.
- An up to date report from the educational psychologist or appropriately qualified teacher.

In some circumstances other evidence may be needed, such as medical information or evidence from other external agencies.

## When would the evidence that is needed be discussed?

A good time to discuss what evidence is needed is at the IEP review for your child, or at the annual review or transition review, if your child has an EHC plan/ statement. This can then be written in to the IEP. or EHC plan/statement, if appropriate. Remember that requests need to be made as early as possible in the school year, so you should not wait for the next formal review if that may delay things.

## Who should I talk to in order to find out more about special arrangements?

You can talk to:

- the class teacher or subject teacher, the SENCO or head of year, the head or principal of the school or centre;
- your SEND Information, Advice and Support Service (contact details below).

## Who do I talk to if I have asked about special arrangements and nothing has happened?

You can talk to:

- the school or centre: appropriate staff, the head or principal, the governors;
- SEND Information, Advice and Support Service;
- the LEA.

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If you need further information, please contact

**SEND Information, Advice and Support Service** 11 Orchard Street, Newport, Isle of Wight, PO30 1JZ.

**Tel:** 01983 825548. **Email:** [sendiass@iow.gov.uk](mailto:sendiass@iow.gov.uk) **Website:** [www.iowsendiass.co.uk](http://www.iowsendiass.co.uk)