



**sendiass**  
**NORTH YORKSHIRE**

Leaflets and Factsheets

Exam Support for  
Children and Young  
People with SEND

[www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)

# Exam Support for Children and Young People with SEND

If your child has SEND, they may be able to have extra support when sitting tests and exams. This includes SATS, GCSEs and A Levels as well as exams for vocational courses at colleges. Extra support is sometimes called **access arrangements**.

Access arrangements are agreed before an assessment. They allow pupils with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

## Duty to make a reasonable adjustment

The duty for an awarding body to make a reasonable adjustment will apply where assessment arrangements would put a disabled pupil at a substantial disadvantage in comparison with a pupil who is not disabled.

In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage. Awarding bodies are not required to make adjustments to the academic or other standard being applied when conducting an examination/ assessment.

Where a school or education establishment is under a duty to make a reasonable adjustment, it must not charge a disabled candidate any additional fee in relation to the adjustment or aid

## Definition of disability

Section 6 of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities'.

## Definition of special educational needs

A pupil has 'special educational needs' as defined in the SEND code of practice: 0 to 25 years. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The school must apply to have some exam support or tell the testing agency about their plans in the months before the exam or test takes place. For some tests the support can be arranged by the school with very little notice. Exam support can include things like extra time, having an adult write for your child or rest breaks. Well before any exams or test is due to happen, ask your child's teacher or SENCO about whether and how your child will be supported.

# Support during SATS

Key stage 1 SATs are taken at the end of year 2 and Key stage 2 SATs are taken at the end of year 6. Support for these tests is based mainly on the support your child would usually get in the classroom and it isn't allowed to give your child an unfair advantage.

When planning for the tests, school staff should be thinking about the needs of their pupils and whether they normally get any extra support in lessons. For SATS taken in year 6, your child's teacher may need to apply to have extra support in advance and include evidence that shows your child's needs, such as assessment reports or an EHC plan.

## These are some of the types of support schools could use for SATs:

- Extra time to take the tests
- Having an adult (usually a teaching assistant) write things down
- Having an adult read for your child – this does not include the English reading test where only the general instructions can be read out
- Being able to use a word processor or other technical or electronic aids
- Rest breaks
- Taking the test somewhere else other than school
- Compensatory marks for spelling – this is support for children who can't take the spelling test, such as those who are hearing impaired

- Making transcripts – this is where a child’s answers are written out neatly by an adult and both copies are sent to the exam board
- Written or oral translations – these are for children without English as a first language who have been in the UK for less than two years
- The use of prompts – this is for children who find it hard to focus well without help

For key stage 2 SATS, if your child has an EHC plan or uses a modified large print (MLP) or braille versions of the tests they will automatically get extra time to take the tests.

Children with an EHC plan are allowed up to 25% extra and children who use the MLP or braille versions of the tests get up to 100% extra. That means if an exam is one hour long, children with an EHC plan will get up to 15 minutes extra time and children who use MLP or braille versions of the tests will get up to an extra hour.

If your child is waiting for an EHC plan to be confirmed, then they may also be able to have extra time, but their teacher will need to apply for it.

# Which qualifications are covered by section 96 of the Equality Act 2010 in England?

- Advanced Extension Awards
- Entry Level Certificate qualifications
- Free Standing Mathematics Qualifications
- General Certificate of Education (Advanced and Advanced Subsidiary levels)
- General Certificate of Secondary Education (GCSE)
- Project qualifications (Extended, Foundation and Higher Projects)

For your child to get extra support for these exams, the SENCO at your child's school or college usually needs to apply for it before the exams start. The deadlines vary each year, but it's usually around January or February for summer exams and tests.

The SENCO will need to show evidence that your child needs the extra support. As with SATS the kind of support your child will get would be like the support they get in the classroom, and the way they normally work. Ideally the SENCO will collect this information from year 7 including anything that has been passed on from previous schools. You can't use a private assessment as evidence unless the SENCO knows about it and you've discussed it with them. Once they have been agreed, then exam support arrangements will apply for up to 26 months.

These are some of the kinds of extra support that school or college can give:

## Pupils with disabilities and learning disabilities:

Some pupils with disabilities and learning difficulties are likely to have several needs. They may require a range of adjustments. The examples given are therefore not exhaustive and are illustrative only.

## Cognition and Learning Needs:

Pupils with cognition and learning needs may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a prompter
- a practical assistant
- coloured overlays
- coloured/enlarged papers
- modified language papers.



# Communication and interaction needs†

E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)

Pupils with communication and interaction difficulties may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- modified language papers.

†The pupil must have an impairment in their first language which has a substantial and long-term adverse effect. A candidate does not have a learning difficulty **simply because their first language is not English.**

# Sensory and physical needs

E.g. Hearing Impairment (HI), Vision Impairment (VI), Multi-Sensory Impairment (MSI), Physical Disability (PD). Candidates with sensory and physical needs may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a Language Modifier
- a live speaker
- a Communication Professional
- a practical assistant
- Braille papers, modified enlarged and/or modified language papers.

# Social, emotional and mental health needs†

E.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions  
Pupils with social, emotional and mental health needs may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a prompter
- alternative site arrangement
- separate invigilation within the centre-

†The pupil must have an impairment in their first language which has a substantial and long-term adverse effect. A pupil does not have a learning difficulty simply because their first language is not English.

For certain subjects some arrangements are not allowed, for example if the exam is testing reading then a reader may not be allowed. Some types of support may not work well for some subjects, so for example, using a word processor may not be helpful for a maths exam. Your child would still be able to use these types of support in other exams if they need to.

If your child has an injury, is recognised as having a disability or develops a learning difficulty after the deadline for applying for extra support has passed, they may still get support. The SENCO can make a late application and the decision can be made for extra support, based on the individuals' needs.

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled pupil preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The SENCo, or an equivalent member of staff within a FE college, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

## Other arrangements for candidates with disabilities\*

\*For the arrangements detailed below, there is not a requirement to process an application using Access arrangements. No evidence is needed to support the arrangement for inspection purposes.

- Amplification equipment
- Braille
- Closed circuit television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays (this would also include reading rulers, virtual overlays and virtual reading rulers)
- Examination on coloured/enlarged paper
- Low vision aid/magnifier
- Optical Character Reader (OCR) scanners
- Separate invigilation within the centre
- 

The SENCo must make their decision based on:

- whether the candidate has a substantial and long-term impairment which has an adverse effect; and
- the candidate's normal way of working.

## Need more information?

- SATs access arrangements  
[sats access arrangements - Google Search](#)
- [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration)
- [Help in exams | \(IPSEA\) Independent Provider of Special Education Advice](#)
- <https://contact.org.uk/help-for-families/information-advice-services/education-learning/disability-discrimination-in-school/exam-access-arrangements/>

## Useful Links

- **Ace Education** (independent advice and information on state education in England.)
- **Child Law Advice** (education law advice for families) [www.childlawadvice.org.uk](http://www.childlawadvice.org.uk)
- **Collis Mediation Ltd** (mediation and disagreement resolution service) [www.collismediationltd.com](http://www.collismediationltd.com)
- **Contact** (for families with disabled children) [www.contact.org.uk](http://www.contact.org.uk)
- **Council for Disabled Children** (umbrella body for the disabled children's sector) [www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)
- **IASSN** (information, advice and support services network) [www.cyp.iassnetwork.org.uk](http://www.cyp.iassnetwork.org.uk)
- **IPSEA** (national charity providing legally based information advice and support) [www.ipsea.org.uk](http://www.ipsea.org.uk)
- **Our Website** [www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)
- **SEND Code of Practice** (explains the statutory duties of schools and local authorities) [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)
- **SEND Tribunals Service** (organisation responsible for handling claims) [www.justice.gov.uk/tribunals/send](http://www.justice.gov.uk/tribunals/send)

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Special Educational Needs and Disabilities  
Information, Advice and Support Service

If you would like any further information please see the links below to our website and social media pages.

Alternatively, if you would like some extra support for your child/young person you can call or email our

Advice Line service on 01609 536923 or

[info@sendiassnorthyorks.org.uk](mailto:info@sendiassnorthyorks.org.uk)

Our Advice Line is open 9:30-1pm Monday to Friday during Term-Time and 9:30-1pm Tuesday and Thursday during School Holidays.



Information



Advice



Support



Education



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EHC Plans



[www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)



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