



The Medway Test 2024 (2025 Admissions)

**Special Arrangements Guidance for
pupils from Medway and Non-Medway
schools sitting the Medway Test**

Please ensure you read this before completing the request form

We strongly advise schools to discuss with parents/carers whether their child would require support using special arrangements to sit the Medway Test, well in advance of the deadline for application.

Submission closing date: Friday 21 June 2024

The school must complete the request form, provide all supporting evidence and return it to School Services, Medway Council by:

Email: medwaytest@medway.gov.uk

Post: Medway Test, Medway Council, Dock Road, Chatham, Kent, ME4 4TR

Due to the logistical organisation and printing by an external provider of the test, the council is unable to accept applications after this date. This is an absolute deadline, if you believe the pupil will become eligible e.g. they are awaiting a diagnosis, please complete the form giving as much detail and submit by the closing date above.

Unfortunately, we are unable to acknowledge receipt of any request form and/or evidence due to time constraints. If you wish to confirm Medway Council has received your documentation, please contact medwaytest@medway.gov.uk or 01634 331110 by **24 June 2024**.

Requests cannot be accepted direct from parents/carers. Parents/carers have been provided with an online version of this guidance.

There is no review of the decision that is granted, and no changes can be made to the special arrangements that have been granted by the independent panel.

Contents

Changes for 2024 3

What the Medway Test consists of: 3

Section 1: Submitting the request form..... 3

Section 2: Resources/Aids that do not require a special arrangements request 4

Section 3: Creating an Appropriate Testing Environment..... 4

Section 4.1: Evidence Overview 5

Section 4.2: Medical Reports and Assessments..... 5

Section 4.3: Recognised Standardised Scores..... 6

Section 5: Requests for 25% additional time 7

Section 6: Requests for a reader 7

Section 7: Requests for a scribe 8

Section 8: Requests for stop the clock 8

Section 9: Requests for a prompt 9

Section 10: Requests for test on own or small group 9

Section 11: Requests for modified test papers 10

Section 12: Requests for Translation..... 11

Section 13: Bilingual dictionaries 12

Section 14: Requests for a medical aid(s)/electronic device	12
Section 15: Therapeutic aid(s) Requests.....	13
Section 16: Injury/surgery/unexpected medical treatment that occurs shortly before the test.....	13
Section 17: Awaiting medical diagnosis.....	15
Section 18: Multiple siblings	15
Section 19: Non-Medway Pupils sitting the test with special arrangements	15
Section 20: Withdrawing special arrangements.....	15
Appendix A: Definitions	16
Appendix B: Guidance for Stop the Clock testing	18
Appendix C: Translation Guidance	19

Changes for 2024

- Removal of references to the writing test.
- Removal of the term ‘access arrangements’. All requests are now defined as special arrangements.
- Addition of references of special arrangements for the English and Reasoning tests
- Further clarification on requesting 25% additional time alongside other requests.
- Change from written translation to oral translation
- Removal of transcribe and laptop arrangements
- Speech to text devices will not be considered
- List of conditions that do not require a special arrangements form
- Creating an appropriate testing environment
- Removed the need for DASH scores

What the Medway Test consists of:

Test Paper	Duration	Structure
English test	Approximately 1 hour	Continuous test, multiple choice
Mathematics test	Approximately 1 hour	Continuous test, multiple choice
Reasoning test	Approximately 1 hour	In timed sections with no breaks, multiple choice

Section 1: Submitting the request form

- 1.1 All arrangements requested for the pupil must be ticked on the form which is included with this guidance. **Any requests not ticked will not be considered by the panel.**
- 1.2 For any arrangement to be confirmed, all relevant sections of the request form must be completed by the school only.
- 1.3 Relevant evidence must be submitted to support each special arrangement requested. Please provide evidence in a pdf format.
- 1.4 Applicable sections of the evidence submitted to support each arrangement requested must be highlighted within the evidence document and page numbers recorded on the special arrangements request form.
- 1.5 The content of the request form and supporting evidence submitted alongside is in agreement between the parent/carer **and** the school. Therefore, the form cannot be accepted without **both** school and parent/carer signature. If the parent/carer is not able to be present in school

to sign the form in person, the school is required to obtain the parent confirmation in writing by email to medwaytest@medway.gov.uk

- 1.6 By signing the form, the school and parent **declare, confirm, acknowledge and accept** that all evidence has been submitted and that no further evidence can be provided for further review following the submission of the request form and the outcome decision letter from School Services.
- 1.7 The panel may decide to grant the use of all/some/none of the arrangements requested depending on the evidence provided.
- 1.8 Special arrangements granted by Medway may be different to those granted by other local authorities.

Section 2: Resources/Aids that do not require a special arrangements request

2.1 A pupil will be allowed to take and use the following during the test day.

- Inhaler
- Antihistamines
- Hearing aids
- Eczema cream
- Prescription glasses excluding tinted glasses
- Pencil grip

2.2 The use of EpiPens –

- Medway school pupil: a request form is not required.
- Pupil sitting in a test centre: a request form must be submitted stating if the pupil is or is not able to administer their EpiPen themselves.

2.2.1 Prescribed medication/painkillers and EpiPens that **cannot** be administered by the pupil themselves will require a completed request form.

2.3 It is the responsibility of the school and/or parent/carer to ensure that the pupil has with them any resources or aids from the list in Section 2.1 above, should they be required.

Section 3: Creating an Appropriate Testing Environment

3.1 Medway Council expects all pupils to demonstrate appropriate behaviour in the test environment. This is so all pupils have a calm and safe environment for their test.

3.2 In a few circumstances, requests are submitted to support the pupil's behaviour in a test environment. Examples of evidence required for such requests include but are not limited to:

- a detailed pupil plan
- description of the pupil's behaviour
- behaviour management strategies
- Medical evidence/referral for anxiety, medical condition etc which a testing environment could impact upon.

3.3 If the pupil is sitting the test in a **Medway school** and behaviour becomes such that the school's behaviour policy or the pupil plan needs to be implemented, a record will be made on the incident report form by invigilation staff and the staff manual will be followed.

3.4 Where the pupil is sitting the test in a **test centre**, the panel requires the evidence set out in Section 3.2 to consider if the pupil's parent/carer must stay on site for the duration of the test day for the safety of their child, peers and invigilation staff. The parent/carer will be informed of this in the decision outcome letter.

3.5 Without the evidence set out in Section 3.2, arrangements cannot be put in place for the pupil to access the test.

3.6 Further information on creating an appropriate testing environment can be found in the parent information sheet available from August.

Section 4.1: Evidence Overview

4.1.1 Special arrangements are used to enable a pupil to access and/or participate in the Medway Test and must be part of normal classroom practice.

4.1.2 Special arrangements may be appropriate for pupils who have:

- an Education, Health and Care Plan (EHCP) or receive SEN Support.
- a learning difficulty and/or disability which significantly affects their ability to access the tests such as a hearing impairment, a visual impairment, processing difficulties, physical / motor difficulty.
- Medical condition that requires management during the test
- Emotional, social and behavioural difficulties.
- English as an additional language (EAL) and limited fluency in English.

4.1.3 Special arrangements must not advantage or disadvantage the pupil and the answers in **all** tests must be the pupil's own.

4.1.4 All requests **must** be supported with evidence from the school that best illustrates the pupil's learning need for each arrangement requested. Where this is not provided and/or the form is returned with no supporting evidence, the Panel will not grant the request(s).

4.1.5 The school must select the most appropriate arrangement(s) for the pupil's learning need(s) which the evidence submitted also supports.

4.1.6 Parents/carers must provide the school with relevant evidence that the school may not have to support the request and check this has been included with the submission before signing the request form.

4.1.7 To maintain a consistent and fair process of granting arrangements to all registered pupils, some arrangements require specific examples of evidence which are set out in this guidance.

4.1.8 All requests need to be supported by recent evidence which illustrates normal classroom practice and/or testing arrangements carried out within school e.g.:

- Professional assessment/diagnosis of disability, health condition, difficulty or support learning need
- Assessments carried out by qualified assessors e.g. dyslexia supported with recognised standardised scores where required (see details from Section 4.3)
- EHCP **and** the most recent Person Centred Annual Review (PCAR)
- Provision map or support plan.
- In school assessments with recognised standardised scores e.g. end of year test papers (refer to 3.1.4 for further details on submitting this type of evidence)
- Examples of everyday classroom work

Section 4.2: Medical Reports and Assessments

4.2.1 Where a pupil has a medical condition, this must be supported by a medical diagnosis. Evidence of a diagnosis can be older than **two** years as some medical conditions are long standing.

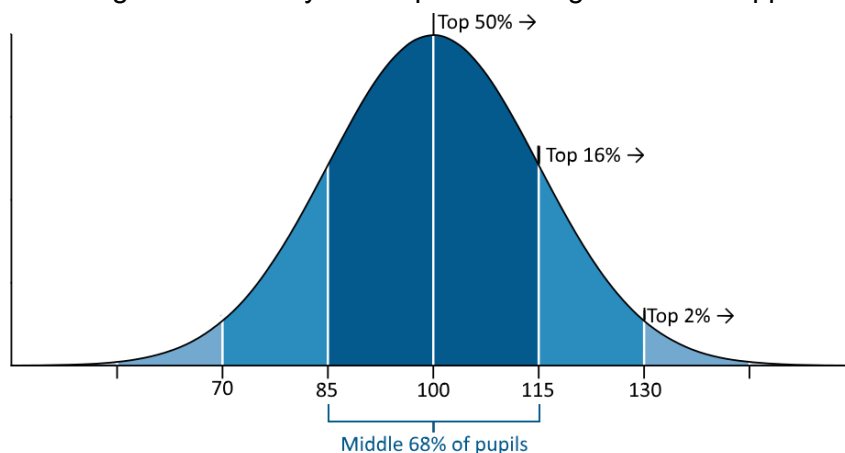
4.2.2 A diagnosis does not automatically qualify the pupil for a special arrangement.

4.2.3 Medical report/evidence of diagnosis for a long-standing condition which may exceed the two-year limitation can be submitted as evidence, however if a medical report is to include standardised scores or a recent change in condition which is being relied upon as evidence for a specific arrangement, it must not be older than two years.

- 4.2.4 A medical report does not automatically qualify the pupil for a special arrangement.
- 4.2.5 Practitioner / medical letters and/or reports stating or recommending that the pupil requires certain arrangements for tests will not be accepted.
- 4.2.6 Supporting documents will not be accepted if they are older than **two** years i.e. carried out before summer term (July 2022).
- 4.2.7 Where a child has been accepted for or is awaiting an assessment, including an EHCP, the school can submit evidence of measures/support/interventions that they are implementing as normal classroom practice. A letter confirming the appointment is not sufficient evidence on its own and must be submitted alongside the school evidence. This does not cover requests for 25% additional time.

Section 4.3: Recognised Standardised Scores

- 4.3.1 When reviewing standardised scores for requests for 25% additional time, reader, scribe and use of an electronic aid, the panel refer to the following information:
 Pupils can be above average in most academic areas but have specific difficulties identified in assessments with standardised scores.
 The diagram below shows that standardised scores from 85 to 115 represent most pupils in the average range.
 Standardised scores below 85 (below the threshold) indicate low average scores.
 Pupils scoring below 85 may need special arrangements to support with specific difficulties.



- 4.3.2 Recognised standardised score assessments submitted as evidence must be no older than **two** years (i.e. since summer term Year 3) **and** have been carried out by a qualified practitioner/assessor or qualified teacher.
- 4.3.3 Dyslexia diagnosis reports **must include** current, recognised standardised scores and assessments completed within the last **two** years.
- 4.3.4 GL rapid tests will not be considered on their own and must be supported by other assessments that provide recognised standardised scores.
- 4.3.5 Where evidence includes pupil performance in school-based assessments with recognised standardised scores these must have been carried out at the end of Year 4 or during Year 5 and must be submitted with the standardised scores achieved by the pupil where 25% additional time **has not been added**. A second standardised scores can be submitted where the pupil continues to complete the same assessment, in the same sitting, with the additional 25% time.
- 4.3.6 The standardised scores must be related to the specific reason(s) for the request e.g.:
- Information processing speed: Cognitive Processing Assessment
 - Reading speed

Section 5: Requests for 25% additional time

5.1 25% additional time maybe suitable for a pupil who has:

- an EHCP
- difficulty with reading, calculations involving number and/or processing information. Panel will not consider this arrangement without evidence that the pupil has least one recognised standardised score below 85 and where the assessment has taken place within the time frames listed in section 4.3. This evidence is mandatory.

5.2 Pupils with an EHCP (including draft form) are automatically granted 25% additional time. A special arrangements form must be completed and submitted requesting the 25% additional time with an awarded EHCP as the reason unless the school requests otherwise. The school must submit the pupil's EHCP and the most recent Person Centred Annual Review (PCAR). Evidence of recognised standardised scores is not required.

5.3 25% additional time is not awarded for oral translation, concentration, focus, fatigue, anxiety, pain/behaviour management or to manage a medical condition e.g. diabetes. Other arrangements such as stop the clock, prompt or test on own should be considered as more appropriate for the pupil rather than additional time.

5.4 Evidence for 25% additional time see point 4.3.1 to 4.3.6.

5.5 When requesting 25% additional time for a reader, scribe, and/or electronic aid, the report must be supported by recognised standardised score assessments that relate to the area of learning need.

5.6 Where 25% additional time is awarded, the pupil may test on their own or in a small group. Therefore, where it may be suitable for a pupil to test on their own, this must be made as a separate request (see 'Requests for **test on own** or **small group**' below).

5.7 Where a reader, prompt, scribe, use of an electronic aid and/or stop the clock have been requested **alongside** 25% additional time, the panel may decide, based on the evidence submitted, not to grant all said arrangements.

5.8 25% additional time will not be granted alongside reader, scribe, use of an electronic device/medical aid(s) unless the arrangement is for a separate identified learning need the pupil has.

It is the school's decision as to whether 25% additional time or a different arrangement is more appropriate to meet the pupil's learning need(s) in a test environment.

5.9 Additional time is not accumulative and is limited to 25%.

Section 6: Requests for a reader (See Appendix A for definition)

6.1 A reader maybe suitable for a pupil who has:

- a reading difficulty
- a reading age that is significantly lower than their chronological age
- visual impairment

6.2 Examples of evidence required for this request include but are not limited to:

- dyslexia screening if a reader is requested due to the pupil's phonological awareness/reading processing speed
- in school assessment with recognised standardised scores or other assessments that provide a standardised score if the request is due to the pupil having reading difficulties or a reading age significantly lower than their chronological age
- diagnosis of visual impairment, e.g. medical report

6.3 Where a reader is awarded, the pupil will test on their own. Where it may be suitable for a pupil to test on their own for another reason e.g. behaviour, this must be made as a separate request (see 'Requests for **test on own** or **small group**' below).

6.4 Important note: Readers cannot read the text, questions or pupil's responses in the comprehension section of the English test should this be a component.

6.5 See Section 5.8 above if requesting 25% additional time alongside the request for a reader.

Section 7: Requests for a scribe (See Appendix A for definition)

7.1 A scribe may be suitable for a pupil who has:

- fine motor skill difficulties
- physical impairment e.g. visual

7.2 Examples of evidence required for this request include but are not limited to:

- supporting medical evidence of the condition/impairment

7.3 Where scribe is awarded, the pupil will test on their own. Where it may be suitable for a pupil to test on their own for another reason e.g. behaviour, this must be made as a separate request (see 'Requests for **test on own** or **small group**' below).

7.4 See 5.8 above if requesting 25% additional time alongside the request for a scribe.

Section 8: Requests for stop the clock (see Appendix B)

8.1 There are natural breaks within the test for all pupils.

8.2 Stop the clock testing adheres to standard testing time **only**. It allows the clock to be stopped for managing medical conditions and are usually pupil led during the test.

8.3 Evidence and explanation must be provided for the stop the clock request and this includes:

- medical report for medical need(s) listed in 8.4
- support plan
- school Health Care plan

8.4 Stop the clock testing is **considered** where a pupil has a medical diagnosis such as but not limited to:

- Diabetes - details must be submitted of how the pupil manages their Diabetes and whether a mobile phone or other electronic device is needed to take readings and the snacks provided. The mobile phone/electronic device must remain with the invigilator during the test and if a reading is required, the pupil must be supervised by the invigilator to ensure the mobile phone/electronic device is being used solely for this purpose.
- ADHD where stop the clock is normal classroom practice and supported by evidence.
- a condition which results in a pupil requiring frequent or urgent use of the toilet.
- a condition resulting in joint and/or muscle pain e.g. hypermobility and is **not** requesting a scribe.
- fatigue as a result of recovering from a recent injury/operation or medical treatment (and the learning need not being met by an alternative arrangement e.g. prompt).
- recovery from a recent injury/operation or medical treatment which requires pain management.
- a condition that affects a pupil's eyesight through causing pain, limited vision or fatigue.
- medical supervision for anxiety/panic attacks and must be supported by medical evidence/referral.

8.5 Stop the clock testing is not granted for oral translation, **concentration**, managing behaviour, **focusing** on task, and anxiety or fatigue (unless as stated as above).

8.6 Where stop the clock is awarded, the pupil will test on their own. Where it may be suitable for a pupil to test on their own for another reason e.g. behaviour, this must be made as a separate request (see 'Requests for **test on own** or **small group**' below).

8.7 Where stop the clock testing has been awarded, the test taking time will not exceed 1 hour 30 minutes (including time given for stop the clock) for all tests. Each test is stopped after this time to support the pupil's well-being. This has been put in place to ensure a candidate does not sit a test for too long a period.

8.8 Where 25% additional time and stop the clock testing has been awarded, the test taking time will not exceed 1 hour 40 minutes for all tests. Each test is stopped after this time to support the pupil's well-being. This has been put in place to recognise 25% additional time and to ensure a pupil does not sit a test for too long a period.

Section 9: Requests for a prompt (See Appendix A for definition)

9.1 A pupil who finds it difficult to concentrate for periods of time, may be supported by a prompt.

9.2 A prompt is considered where a pupil may require support with:

- concentration
- managing behaviour
- focusing on task
- anxiety or fatigue (unless as stated in Section 8 "stop the clock")

9.3 Examples of evidence for a **prompt** request include but are not limited to:

- annotations on lesson plans/pupil's work.
- Pupil Support Plan – strategies to maintain the pupil's focus.
- notes to supply teacher about prompting pupil.
- medical report.

9.4 The school must select on the request form which room arrangement is most appropriate for the pupil, the school having discussed this with the parent/carer. The size of the test room/rooms and distractions will need to be considered. The arrangements are:

- test in main group back of test room
- test in small group back of test room
- test on own
- option not listed above and specify request

9.5 Promoters must not have responsibility for being the prompt for more than 2 pupils.

9.6 Pupils awarded testing on their own, may be tested on a different day to their peers.

9.6 At times, small group testing will not be possible even though this has been granted by the panel because there are no other pupils with the same arrangements. In this instance, the pupil will be tested on their own.

Section 10: Requests for test on own or small group

10.1 These requests are for several reasons e.g.:

Pupil Group	Reason(s)	Evidence	How to complete the 'test on own' or 'test in small group' arrangements on the request form	Notes
-------------	-----------	----------	---	-------

Group A	<ul style="list-style-type: none"> • Medical • Concentration • Behaviour • Has a therapeutic aid that could distract other pupils 	<ul style="list-style-type: none"> • Support plan • School Health Care plan • Medical report • In school testing arrangements 	<p>Must tick the request 'test on own' OR Must tick the request 'small group'</p>	None
Group B	<ul style="list-style-type: none"> • 25% additional time • Reader • Prompt • Scribe • Electronic aid • Stop the clock 	<ul style="list-style-type: none"> • Confirmation that the therapeutic aid could distract others. Evidence not required. 	<p>Do not tick the request 'test on own' Do not tick the request 'small group'</p>	'test on own' or 'test in small group' request is automatically applied if one of these arrangements is granted
Has a reason from both Group A and Group B	<ul style="list-style-type: none"> • Medical • Concentration • Behaviour • Has a therapeutic aid that could distract other pupils • 25% additional time • Reader • Prompt • Scribe • Electronic aid • Stop the clock 	<ul style="list-style-type: none"> • For group B reasons, evidence needed is listed under the specific arrangement in the guidance. 	<p>Must tick the request 'test on own' OR Must tick the request 'small group'</p>	None

10.2 A pupil will also test on their own if their electronic device or therapeutic aid creates a sound or could cause a distraction to others.

10.3 Pupils awarded testing on their own, may be tested on a different day to their peers.

10.4 At times, small group testing will not be possible even though this has been granted by the panel because there are no other pupils with the same arrangements. In this instance, the pupil will be tested on their own.

Section 11: Requests for modified test papers

11.1 Requests can be made for **coloured paper or tinted glasses or coloured overlay**.

11.1.1 Only one of the above can be requested. If more than one of the above is selected on the form, none of these will be granted unless medical evidence is submitted to support each request.

11.1.2 Where coloured paper is requested, the school must provide examples of recent classwork to evidence that the use of coloured paper is part of normal classroom practice, and this must be supported with medical evidence and/or school plan.

11.1.3 It is mandatory for x130 A4 sheets (A3 if enlarged papers requested) of the required colour paper to be included with the request form. When completing the form, state the colour of the paper used by the pupil and submit the mandatory number of sheets to Medway Council, School Services, Gun Wharf, Dock Road, ME4 4TR. If the coloured paper is not supplied and labelled with the pupil's name, the test materials will not be provided on coloured paper. If the request is not granted, the coloured paper will be returned to the school.

11.1.4 Where a pupil is **colour blind**, the school must contact medwaytest@medway.gov.uk directly to discuss evidence to be provided and if any adjustments can be made.

11.1.5 It is the responsibility of the school and/or parent/carer to ensure that the pupil has with them their coloured overlay or tinted glasses.

11.2 Where **enlarged test papers** are requested, the school must provide examples of:

- recent classwork to evidence the use of enlarged paper and/or
- increased font size on handouts and/or
- use of a magnifier as part of normal classroom practice.

11.2.1 This request must also be supported with medical evidence and/or school plan.

11.2.2 Where a pupil has a visual impairment, enlarged test papers can be requested. These are formatted to A3 sized paper, size 18 font for test booklets and A3 sized paper, size 12 font for answer sheets. These are the maximum sizes that can be used in order to prevent distortion of formatting and layout of questions. Therefore, paper size and font size cannot be changed. If the font size of the:

- answer sheet is too small, a request can be made for a **scribe** to complete the answer sheets. Evidence must be provided to support the need for a font size more than 12.
- question booklet is too small, a request can be made for a **reader**. Evidence must be provided to support the need for a font size more than 18. However, if a comprehension section is included, a reader cannot be used for either the text, questions or answer options. The school must contact medwaytest@medway.gov.uk directly to discuss appropriate arrangements.

11.3 Where a pupil uses **Braille** as part of normal classroom practice and this is supported by medical evidence and/or school plan, the school must contact medwaytest@medway.gov.uk directly to discuss appropriate arrangements.

11.4 Where a pupil uses sign **supported communication**, or other forms of communication e.g. BSL, as part of normal classroom practice and this is supported by medical evidence and/or school plan, the school must contact medwaytest@medway.gov.uk directly to discuss appropriate arrangements.

11.5 Where a pupil has complex communication difficulties such as **selective mutism** and uses flashcards (symbols to represent actions e.g. toilet breaks, stop the clock) to communicate as part of normal classroom practice and this is supported by medical evidence and/or school plan, the school must contact medwaytest@medway.gov.uk directly to discuss appropriate arrangements.

Section 12: Requests for Translation (See Appendix C)

12.1 Please note that the test provider will only provide test papers in English and does not allow a written translation of the question booklets and answer sheets into any other language. Therefore, requests for translation can only be for an oral translation.

12.2 An oral translation is appropriate for a pupil for whom:

- English is not their first language
- has access to an oral translator as part of normal classroom practice or
- uses an electronic or internet-based translation tool e.g. google translate.

12.3 Electronic or internet-based translation tools are not permitted and therefore a pupil can access the test by using an oral translator.

12.4 An oral translation can be provided of either the instructions and/or questions in the question booklets and answer sheets in the English, Mathematics and Reasoning tests.

12.5 Whether requesting an oral translation of the instructions and/or questions, evidence **must** be submitted to illustrate use of an oral translator or electronic device e.g.:

- school support plan

- schoolwork evidence e.g. English, Mathematics, worksheets and test papers/assessments have been annotated to show where an oral translation has been provided into their preferred language.

12.6 Medway Council will provide an oral translator for the pupil's preferred language where this is not English if a translator can be sourced. An adult who translates for the pupil in school and who is not a relative/parent/carer is allowed to be the oral translator if Medway is unable to source a person for this request. Medway will contact the school directly if this is the case.

12.7 Please see appendix C for further information regarding this special arrangement request including which sections of the question booklets can be orally translated.

12.8 Additional guidance will be provided to schools on how to administer this arrangement upon requesting an oral translation. Refer to Appendix C.

12.9 If requesting an oral translator, use of a bilingual dictionary is not allowed. If both are requested on the form, neither will be granted.

12.10 25% additional time and/or stop the clock testing is not granted as part of the oral translation special arrangement. However, 25% additional time can be requested if the pupil requires this for a different learning need (See Section 5 and Section 8).

Section 13: Bilingual dictionaries

13.1 Evidence **must** be submitted to show that the pupil uses a bilingual dictionary as part of normal classroom practice.e.g:

- school support plan
- schoolwork evidence e.g. English, Mathematics, worksheets and test papers/assessments have been translated by the teacher and or pupil into their preferred language.

13.2 Only a paper based bilingual dictionary in the pupil's preferred language can be used.

13.3 If the pupil uses/relies upon an electronic source or internet-based application/website e.g. google translate then a request must be made for an oral translator.

13.4 If requesting a bilingual dictionary, use of an oral translator is not allowed. If both are requested on the form, neither will be granted.

13.5 It is the responsibility of the school and/or parent/carer to ensure that the pupil has with them their bilingual dictionary.

Section 14: Requests for a medical aid(s)/electronic device

14.1 Some pupils may require an electronic device/medical aid(s) to access the test or manage a medical condition.

14.2 Requests for medical aid(s)/electronic device(s) must be supported with medical evidence. Examples include but are not limited to:

- a provision map/support plan for the pupil e.g. Diabetes management
- medical diagnosis/report recommending that the device is used in normal classroom practice
- a pupil plan that shows the aid/device is used as normal classroom practice

14.3 The use of EpiPens

- Medway school pupils: a request form is not required.
- Pupils sitting in a test centre: a request form must be submitted stating if the pupil is or is not able to administer their EpiPen themselves.

14.3.1 EpiPens that **cannot** be administered by the pupil themselves will require a completed request form

14.4 Diabetes - details must be submitted on the use of a mobile phone or other electronic device if needed to take readings. This is alongside how the pupil manages their Diabetes and the snacks provided. The mobile phone/electronic device must remain with the invigilator during the test and if a reading is required, the pupil must be supervised by the invigilator to ensure the mobile phone/electronic device is being used solely for this purpose.

14.5 Speech to text devices are not permitted for the Medway test.

14.6 Electronic bilingual dictionaries, translation devices or internet-based application/website e.g. Google translate are not permitted. If the pupil requires a translation, please see Section 12

14.7 With the exception of a mobile phone/electronic device used for diabetic management, all other electronic aids are not permitted to be connected to Wi-Fi or have grammar and spell check enabled. Should an electronic aid require Wi-Fi access the school must select alternative arrangements on the request form.

14.8 Where an electronic aid is awarded, the pupil will test on their own. Where it may be suitable for a pupil to test on their own for another reason e.g. behaviour, this must be made as a separate request (see 'Requests for **test on own** or **small group**' below).

14.9 It is the responsibility of the school and/or parent/carer to ensure that the pupil has with them any medical aid/electronic devices (e.g. EpiPen, diabetic aids, electronic magnifiers)

14.10 See 5.8 above if requesting 25% additional time alongside the request for electronic device/medical aid(s).

Section 15: Therapeutic aid(s) Requests

15.1 These arrangements may be appropriate for pupils who:

- require specific resources to access the tests which are used as part of normal classroom practice.
- may need a particular seating position in the test room (see request form)
- have a medical condition and/or disability.

15.2 Requests for Therapeutic aid(s) must be supported with evidence. This includes but is not limited to:

- medical report/diagnosis
- EHCP/PCAR
- provision map or support plan.

15.3 Pupils granted with the use of a therapeutic aid will be expected to test in the same room and at the same time as their peers unless the aid will distract others.

15.4 A pupil will test on their own if their therapeutic aid creates a sound or could cause a distraction to others. (see 'Requests for **test on own** or **small group**' above).

15.5 It is the responsibility of the school and/or parent/carer to ensure that the pupil has with them any special equipment (e.g. wobble cushions, sloping boards, ear defenders etc.).

Section 16: Injury/surgery/unexpected medical treatment that occurs shortly before the test

16.1 Requests can be made where an injury sustained shortly before the test or recent operation still requiring medication could impact on the pupil accessing the test.

16.2 Certain injuries/surgery may require the pupil to sit their test on a different date to their peers to allow for recovery time.

16.3 All requests must be supported by submitting medical evidence for the injury/surgery/medical treatment.

16.4 Special arrangements are **considered** where a pupil has:

- sustained a recent injury causing a sprain/fracture/dislocation on their writing hand/wrist/arm
- a broken limb(s)
- undergone recent surgery/medical treatment and requires ongoing medical management
- surgery/medical treatment is scheduled on the day of the test
- existing special/access arrangements already granted by the panel prior to the injury/surgery.

16.5 In these instances, the school must complete **Section A and B** with supporting evidence. The panel will consider the request but there is no guarantee the arrangement(s) will be granted.

16.6 In some circumstances, updates on the pupil's recovery will be requested by Medway Test Team to ensure the appropriate testing arrangements are put in place for the pupil.

16.7 Requests can be made and will be considered for the following **special arrangements** if:

Injury/surgery type	Special Arrangement	Additional information
The injury/surgery affects the pupil's ability to write, or their vision has been affected as a result of an injury/surgery	Scribe	Applies to all tests.
The pupil has attended for fewer than 5 school days since their injury/operation occurred and before their test date <u>and</u> is also requesting a scribe.	25% additional time	Any other requests for 25% additional time will be considered on a case-by-case basis. Medical evidence <u>must</u> be submitted to support this request.
Pain management / fatigue as result of injury/surgery.	Stop the clock	Pupil initiated unless advised otherwise by the school.
Injury/surgery has affected the pupil's vision.	Reader	None.

16.8 The request form must be obtained from Medway and submitted by the following dates if the injury/surgery/unexpected medical treatment requires special arrangements:

Injury/surgery/unexpected medical treatment occurs...	Form submission deadline	Email Notification of Panel's decision	Test with school peers	Additional information
During the summer break	no later than 8am on 10 September 2024	By 13 September 2024	Dependent upon special request(s)	Late submission of the request form will mean that the request will be considered as below.
After the summer break and up to and including the pupil's allocated test week during the school term	by 20 September 2024	by 25 September 2024	No	None.

16.9 Depending upon the special arrangements requested, the pupil will either test with their peers or on an alternative date to their peers. The school and parent/carer will be notified by email (owing to time constraints) of the panel's decision.

Section 17: Awaiting medical diagnosis

17.1 Where a pupil is awaiting a medical diagnosis that will require special arrangements and the appointment(s) is after Friday 21 June 2024, consideration will be given to the late submission of medical evidence for the diagnosis.

17.2 The table below provides the deadlines for submitting the medical evidence for the diagnosis.

Medical Appointment	Medical Evidence submission deadline (see 17.3)	Email Notification of Panel's decision	Test with school peers
Between 22 June 2024 and 30 August 2024	30 August 2024	6 September 2024	Yes with or without special arrangements
Between 31 August 2024 and 20 September 2024	20 September 2024	25 September 2024	No with or without special arrangements.

17.3 You **must** still complete and submit the request form by Friday 21 June 2024.

17.4 The completed form **must** state all requests including those that the medical diagnosis may support.

Section 18: Multiple siblings

18.1 To maintain consistency in testing, Medway's preference is for twins to sit their test on the same day if only one of them is sitting the test with special arrangements. This means the school would need to allocate staff and a test room on the same day as standard testing to accommodate the twin.

Section 19: Non-Medway Pupils sitting the test with special arrangements

19.1 Pupils attending non-Medway schools who have been granted special arrangements will sit their test in a different test venue to those pupils without special arrangements. Parents must not contact the test centre directly, please contact medwaytest@medway.gov.uk

19.2 Visits to the test centre before the test day are not allowed and familiarisation walks around the test centre during registration or any other time on test day are not permitted.

Section 20: Withdrawing special arrangements

20.1 If a parent/carer wishes to withdraw all or some of their child's granted special arrangements, they are required to do so in writing to medwaytest@medway.gov.uk. This can be following submission of the request form or upon receipt of the outcome decision letter. The school **cannot** withdraw all/some of the pupil's arrangements once they have been granted by the panel.

20.2 If a pupil refuses any granted arrangements during their test, this will be recorded, and the parent will be notified after the test day. A further opportunity to sit the test with special arrangements is not permitted.

20.3 Medway schools host 2 days or 4 days for SA pupils: It is up to the school when the pupil sits the test. This can be without their peers owing to availability of rooms and staff resource. You will need to discuss with the school regarding the test dates that have been agreed with Medway Council.

Appendix A: Definitions

Readers

A pupil who has a reading difficulty or visual impairment may be supported by a reader. A reader may read parts of the question booklet and answer sheet for the English, Mathematics and Reasoning tests that the pupil requests to have read to them.

Readers must understand:

- the test format and style
- their role and what may or may not be read to a pupil in particular tests
- any subject-specific issues that might occur

Readers:

- do not need to be specialists in the subject being tested
- must read accurately, clearly and at a reasonable speed
- must not be another pupil at the school or a relative, carer or guardian of the pupil or who has a child sitting the test
- must know which test(s) they can read for the pupil

A reader cannot act as a scribe and/or prompter unless these arrangements have been granted.

The English (E) Test

A reader if requested by the pupil can:

- read the instructions and/or the questions as they appear in the question booklet and the instructions on the answer sheet, but must not clarify the meaning of any words and they must not provide any additional information which could invalidate the test
- read but not clarify subject-specific vocabulary used in the questions
- repeat back any part of the instructions and questions

Should the comprehension section be a component of the English test then:

- Only the instructions from the transcript for the comprehension section of the test can be read by the Reader.
- The practice text and practice questions cannot be read by the Reader.
- The question text itself cannot be read by the Reader nor can the questions.
- The comprehension section is the only section of the English test that cannot be read to the pupil.

Mathematics (M) Test

A reader if requested by the pupil can:

- read the instructions and/or the questions as they appear in the question booklet and the instructions on the answer sheet, but must not clarify the meaning of any words and they must not provide any additional information which could invalidate the test
- read but not clarify subject-specific vocabulary used in the questions
- repeat back any part of the instructions and questions

If a mathematics question is read to a pupil the reader must say words and numbers but not mathematical symbols and fractions e.g., $\frac{1}{2} < >$. The reader should say 'this mathematical symbol' or 'this fraction' so that the function of a mathematical symbol/fraction is not inadvertently explained by reading its name. Should there be questions which include digital time e.g. 9:15, then the reader can say '9:15' but cannot say 'quarter past nine'.

The Reasoning (R) Test

A reader if requested by the pupil can:

- read the instructions and questions as they appear on the question booklet and/or answer sheet but not clarify the meaning of any words and they must not provide any additional information which could invalidate the test
- read the instructions for each section in the question booklet
- repeat back any part of the instructions and questions

All Tests

If a pupil asks for a part of the test to be explained, tell the pupil that you cannot do this for them, but you can re-read that part of the test if the pupil would like this to happen. This point does **not** apply to the comprehension section in the English test. (See above)

Scribes

A pupil who has a visual / motor impairment or who becomes fatigued, may be supported by a scribe who writes out answers dictated by the pupil during the test on the pupil's answer sheets and/or the pupil's 'workings out' in the question booklets.

Scribes:

- must be able to write legibly
- must be able to write at a reasonable speed
- are aware that the pupil may use a scribe for all of the test, or part of the test, as indicated by the pupil
- must not be another pupil at the school or a relative, carer or guardian of the pupil or who has a child sitting the test
- should have a working knowledge of the subject

The scribe must:

- work at the pupil's pace and not hurry them if they need time for reflection, rest or reading
- follow precisely the pupil's instructions
- know which test(s) they can scribe for the pupil

A scribe cannot act as a reader and/or prompter unless these arrangements have been granted

English test

- scribe the pupil's responses on to the pupil's answer sheet
- underline any parts of the text as requested by the pupil
- any annotations must be written as spoken by the pupil and not include any abbreviations (words need to be spelt correctly).

Mathematics test

- scribe the pupil's responses on to the pupil's answer sheet
- follow precisely the pupil's instructions to draw or add to diagrams / charts and graphs, and write any 'workings out' in the pupil's question booklet
- make a correction to 'workings out' or answers recorded on the pupil's question booklet and/or answer sheet if asked to do so by the pupil

Reasoning test

- scribe the pupil's responses on to the pupil's answer sheet
- follow precisely the pupil's instructions to write any 'workings out'
- make a correction to 'workings out' or answers recorded on the pupil's question booklet and/or answer sheet if asked to do so by the pupil

Prompters

A pupil who finds it difficult to concentrate for periods of time, 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.

Prompters should:

- agree the best way to prompt before the test begins
- be the pupil's own learning support assistant, where appropriate (Not applicable to Test Centres)

Prompters must:

- not have responsibility for being the prompt for more than 2 pupils.
- only be used to draw a pupil's attention back to the task
- not advise the pupil on which questions to do or when to move on to the next question
- not help the pupil on the order they should attempt the questions
- be careful not to do anything that could be interpreted as over-aiding pupils
- not be another pupil at the school or a relative, carer or guardian of the pupil or who has a child sitting the test
- know which test(s) they can be a prompter for the pupil

A prompter cannot act as a reader and/or scribe unless these arrangements have been granted.

Appendix B: Guidance for Stop the Clock testing

Stop the clock testing has been granted as part of a pupil's special arrangements to sit the Medway Test. Stop the clock requests are **pupil led** unless otherwise stated on the additional notes for the invigilator. There is no limit on the number and/or the duration of stop the clock requests that are asked for by the pupil or the invigilator. However, a maximum test timing is stipulated for the well-being of the pupil, and they should be encouraged to re-commence the test as soon as possible.

Maximum Test times (including time given for stop the clock):

- Standard testing: 1 hour 30 minutes
- 25% additional time: 1 hour 40 minutes

- The additional note for the invigilator enclosed in the invigilation pack provides the reason for stop the clock and this arrangement should not be used for any other purpose.
- **The test booklet must be closed, and the answer sheet must be turned over during stop the clock.**
- During stop the clock, a pupil can leave their seat and move around if they feel it will help them.
- Pupils are not permitted to leave the test room other than to use the toilet. The clock is stopped if the arrangement has been granted for this purpose.
- The pupil must have time to resettle and open their question booklet and turn over their answer sheet before resuming the test.
- Invigilators must ensure that no other children are disturbed in other rooms.
- Invigilators **must not** talk to each other during the actual test or stop the clock including whispering, unless essential and relevant to the test or the actions of the pupil.
- Invigilators **must** ensure that all mobile phones, tablets, SMART technology, etc. are either turned off or on silent without any vibrate active (except for the Test Lead who does not invigilate unless necessary).
- **A mobile phone/stopwatch (provided by the school) must be used for tests where stop the clock has been awarded.**
- The phone should be fully charged, but a charger can be taken into the test room if needed.
- If using a phone, the stopwatch option on the clock app is used to time the duration of each stop the clock.
- The test room must also have an analogue clock to be used for the start and finish times of the actual test, and these times displayed on the whiteboard or flip chart at the start of the test.

Timings for Stop the Clock requests must be recorded by following these steps:

Step 1	When a stop the clock request is asked for by the pupil or instigated by the invigilator when appropriate, the invigilator starts the timer on the phone/stopwatch.
Step 2	Record the time on the orange timing log form using the analogue clock when the phone/stopwatch was started.
Step 3	Pause the timer on the phone/stopwatch when the test resumes.
Step 4	Record the time the test resumes on the orange timing log form.
Step 5	Record the new finish time on the whiteboard/flip chart paper by adding the time on the phone/stopwatch.
Step 6	Reset the timer on the phone/stopwatch.
Step 7	Repeat steps 1 to 6 for each stop the clock request.

Appendix C: Translation Guidance

The test provider will only provide test papers in English and does not allow a written translation of the question booklets and answer sheets into any other language. Therefore, requests for translation can only be for an oral translation.

An oral translation is appropriate for a child for whom English is not their first language and who either has access to an oral translator as part of normal classroom practice or who uses an electronic or internet-based translation tool e.g. Google translate.

Medway Council will provide an oral translator for the pupil's preferred language where this is not English if a translator can be sourced. An adult who translates for the pupil who is not a relative/parent/carer is allowed to be the oral translator if Medway is unable to source a person for this request. Medway will contact the school or parent directly if this is the case.

The oral translator will be given permission to open their own copy of the test paper up to 1 hour before the test is administered to familiarise themselves with the test paper. The oral translator may use a bilingual dictionary (paper based or digital) during the 1 hour before the test being administered to support with the translation.

If the translator is not known to the pupil, time will be given to the oral translator before test commences to meet with them.

The translator is not an invigilator. The school/Medway Council must provide an invigilator for the pupil who will test on their own. It is the responsibility of the invigilator and **not** the oral translator to administer the test and respond to the pupil's questions.

If the pupil asks a question in their preferred language, the translator will tell the invigilator what the pupil has said. The invigilator will respond to the question, and this will be translated back to the pupil.

The oral translator will ask if the pupil wants the instructions and questions translated. The pupil can read them independently if they prefer. The pupil may attempt this first and then ask for an oral translation to be made. The pupil can ask the translator to repeat any translation that has been made as often as they need.

25% additional time and/or stop the clock testing is not included as part of the oral translation special arrangement. The pupil will be given the same timings as standard testing including time allowed for practice questions and examples in all tests. 25% additional time may be requested if the pupil has a specific learning need.

The pupil is not permitted to use a bilingual dictionary where an oral translation has been granted. The oral translator will not be permitted to use a bilingual dictionary (paper based or digital) during any test.

English Test:

In the English test, oral translations can only be given for instructions; questions and text cannot be orally translated.

The invigilator and oral translator cannot provide support for any questions that the pupil may ask e.g. the use of grammar, punctuation, meanings of words or how they are expressed in English.

The pupil can have word(s) in the questions and multiple-choice answer options read to them in English. If the pupil asks for a word(s) to be translated, the oral translator will remind the pupil that they cannot do this for them in this test.

Mathematics Test

All parts of the Mathematics test can be orally translated with the exception of mathematical symbols and fractions e.g., $\frac{1}{2} < >$. The oral translator will say 'this mathematical symbol' or 'this fraction'.

Should there be questions which include digital time e.g. 9:15, then the oral translator will say '9:15' but cannot say 'quarter past nine'.

The translator is not allowed to translate the multiple-choice answer options unless the answer contains a written word e.g. minutes.

Reasoning Test

In the Reasoning test, oral translations can only be given for instructions; questions and text cannot be orally translated.

The invigilator and oral translator cannot provide support on how to answer questions in this test.

The pupil can have word(s) in the questions and multiple-choice answer options read to them in English. If the pupil asks for a word(s) to be translated, the oral translator will remind the pupil that they cannot do this for them in this test.