

VI Access Arrangements for Exams

What does this mean?

Equal access to examinations and qualifications is part of the entitlement of children and young people with vision impairment to high quality educational outcomes.

Implications for Learning

Pupils with a visual impairment may need additional arrangements so they can take part all school designed and statutory tests and assessments

Types of support include:

- additional time to complete the tests (this could be 25%, 50% or 100% extra time depending on the level of vision impairment)
- the use of scribes, readers, word processors or other technical or electronic aids
- written or oral translations and making transcripts
- modifications of test papers and the use of accessibility objects in the mathematics test
- compensatory marks for spelling
- the use of prompts and rest breaks
- administering the tests to pupils who are absent on the planned day
- administering the tests at an alternative location

Modified papers available include:

- A4 modified 18 point bold
- A3 modified 24 point bold
- A3 modified 36 point bold
- Braille papers (SEB and UEB) and tactile diagrams with Braille labels
- Modified language (where available)
- Non-interactive electronic (PDF) question paper
- Tactile diagrams with print labels
- Transcript of listening test/video

Schools must consider whether any of their pupils will need access arrangements well before they apply and administer the tests in the years leading up to external exams so that this becomes their normal way of working.

Other resources

- www.jcq.org.uk
- [NATSIP exams and access](#)

Related Sheets

- SATs Access Arrangements