

Special Arrangements for the Kent Test

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1. Definition and Legal Framework

The Equality Act 2010 defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities’.

This places a duty upon Local Authorities and schools not to discriminate against disabled people or pupils in their access to education. The relevant provisions of the Equality Act 2010 replace the relevant provisions of the Disability Act 1995.

Selection for admission to a grammar school education by way of academic testing is a “permitted form of selection” under the terms of section 28B of the Equality Act 2010 and is in accordance with the Education Act 1996 and the School Standards and Framework Act 1998. This means that applying selection at 11+ does not discriminate in relation to disability. Schools and Local Authorities do have a duty, however, to make reasonable adjustments for disabled pupils in operating a selection process. This duty is anticipatory.

Special access arrangements are not offered to enable children to get the highest score they possibly can. They are only provided only where the severity of the child’s difficulties means that, though academically able, they cannot reasonably be expected to attempt the tests in standard format or under the prescribed conditions.

2. Test Summary

The tests are multiple-choice with a separate answersheet.

The first test is an English and maths paper and will take 1 hour to complete. Each section will involve a 5-minute practice exercise followed by a 25-minute test. The English section will involve a comprehension exercise as well as some additional questions drawn from a set designed to test literacy skills.

There will also be a writing task which will not be marked but may be used by a local headteacher panel as part of the headteacher assessment stage of the process. The writing task will take 40 minutes, including 10 minutes planning time.

3. Process of Submitting

Special arrangement requests should be made by the appropriate person at the primary school (headteacher or SENCo) for candidates whose access to testing is compromised by disability or SEN.

Special arrangements are to ensure that candidates have access to testing, not to maximise their test scores. To be fair to other candidates, they must not confer an advantage.

Requests must be submitted by the school; they cannot be accepted directly from parents/guardians unless the candidate is not in a school setting. Schools are advised to consider well in advance of the deadline whether any of their Year 5 pupils will need access arrangements to take the Kent Test, and to discuss this with parents.

The deadline for submitting special arrangement requests and uploading all supporting evidence is **1 July 2025**.

Due to the logistics involved in the process, we can't accept requests after this date.

If a school believes a pupil will need concessions but they are awaiting a diagnosis, the form should be completed giving as much detail as possible about the concessions given in school. This should be submitted by the deadline.

a. How to submit a request

When the process opens, the Secondary Admissions Team will send all linked Kent primary schools an email containing the necessary guidance and link to allow them to submit a request. This email will be sent to the email address provided previously by the school as the main contact for this process (usually the SENCo). These emails and links are specific to each school and should not be shared between schools. If a school has not received the email, they will need to contact kent.admissions@kent.gov.uk.

Out of county schools will need to contact the Admissions Team directly to be sent request details.

To submit a request, schools must follow the steps outlined below:

- Step 1: Submit the request form.
Schools can submit a request form using the link provided in our email.

- Step 2: Submit the supporting evidence.

Schools are provided with a link to a SharePoint folder which is specific to their school. Schools should upload supporting evidence securely to this folder before the deadline. The SharePoint link cannot be shared, but additional members of staff can be granted permission on request by the Secondary Admissions Team.

b. Who makes the decision

A panel of education professionals will consider each request on an individual basis.

The special arrangements panel will determine whether special access arrangements are appropriate and will decide what those arrangements should be.

The panel will be looking for evidence of what concessions are currently in place for the candidate in school, and whether these concessions would be needed in order for them to access the Kent Test.

It is important to note that concessions that are used in class or other assessments, are not necessarily appropriate for a selection test environment.

c. How/when the decision is communicated

Decisions will be sent to schools as soon as possible, but some requests take longer than others to process.

A decision document will be shared with the school for each candidate who has had adjustments agreed.

Special arrangements granted for the Kent Test may be different from those granted by other local authorities for their own 11+ test.

Neither the Admissions Team nor panel members will engage in further discussion or correspondence once decisions have been made. The panel is a non-statutory body, so its decisions are not subject to appeal.

If a candidate does not meet the threshold for a grammar assessment, their headteacher will have the opportunity to refer them to the Headteacher Assessment Panel.

4. Physical or Sensory Disability

Typical concessions which **may** be appropriate for candidates with a physical or sensory disability are included below. Each request is considered on an individual basis and there are no blanket concessions for a specific need or impairment. This is therefore not a definitive list of what may be appropriate for a candidate but can be used as a guide when schools are considering what concessions should be requested.

- Enlarged print questions booklets
- Enlarged print answersheets
- Permission to record answers directly on the question booklet
- Support of a scribe
- Use of specialist equipment
- Smaller group or separate room
- Stop the clock rest breaks
- Additional time in tests and the writing task (maximum allowed is 25%)

Stop the clock rest breaks should always be considered before making a request for additional time, since they may be more appropriate for candidates with an impairment.

Schools who are facilitating the Kent Test for their pupils do not need to request seating in an appropriate position i.e. at the front of the main hall. This should reflect how the school would normally facilitate testing for the cohort.

Schools who are not facilitating the Kent Test for their pupils will need to email kent.admissions@kent.gov.uk if they have a pupil who would need appropriate seating at the test centre.

Currently, the largest font size available for enlarged print papers is 14 point. The candidate will not be able to access the Kent Test using 14 point print, the school will need to contact kent.admissions@kent.gov.uk for further advice. We are currently not able to offer modified papers.

With the RNIB, our test provider has developed guidelines on the production and administration of 11+ tests for candidates with vision impairment. A copy of this guidance can be found by clicking [here](#).

Candidates who will not have access to testing with the adjustments possible for the Kent Test can be dispensed from testing and assessed by an alternative assessment procedure for selection. A candidate who is dispensed from testing will have an assessment outcome but will not have test scores.

5. ASC/ASD and ADHD

Typical concessions which **may** be appropriate for candidates with ASC/ASD or ADHD are included below. Each request is considered on an individual basis and there are no blanket concessions for a specific need or impairment. This is therefore not a definitive list of what may be appropriate for a candidate but can be used as a guide when schools are considering what concessions should be requested.

- Smaller group or separate room
- Stop the clock rest breaks
- Support of a prompt
- Use of specialist equipment
- Use of a word processor for the writing task
- Additional time for the writing task (maximum allowed is 25%)

Schools who are facilitating the Kent Test for their pupils do not need to request seating in an appropriate position i.e. at the front of the main hall. This should reflect how the school would normally facilitate testing for this cohort.

Schools who are not facilitating the Kent Test for their pupils will need to email kent.admissions@kent.gov.uk if they have a pupil who would need appropriate seating at the test centre.

6. Medical Needs

Typical concessions which **may** be appropriate for candidates with medical needs are included below. Each request is considered on an individual basis and there are no blanket concessions for a specific need or impairment. This is therefore not a definitive list of what may be appropriate for a candidate but can be used as a guide when schools are considering what concessions should be requested.

- Smaller group or separate room
- Stop the clock rest breaks
- Use of specialist equipment

If a candidate is unwell on the test date, they can be tested later or allowed to leave between papers and resume testing when well. The school will need to contact kent.admission@kent.gov.uk for more advice.

Stop the clock rest breaks can be used to accommodate blood tests or treatment and give easy access to the lavatory, water or snacks if appropriate.

If a candidate uses a smartphone or other wearable device to monitor a medical need, schools must ensure that this is confirmed on the application, so that any invigilator can be made aware that an exception is to be made to the rules about bringing technology into the exam room.

Schools who are facilitating the Kent Test for their pupils do not need to request seating in an appropriate position i.e. at the front of the main hall. This should reflect how the school would normally facilitate testing for this cohort.

Schools who are not facilitating the Kent Test for their pupils will need to email kent.admissions@kent.gov.uk if they have a pupil who would need appropriate seating at the test centre.

For candidates who will be sitting the test at one of our test centres with medical needs, the parent will need to email us with as much information as possible regarding the needs of their child. This may include for example a diabetic plan or health care plan.

7. Specific Learning Difficulties

Typical concessions which **may** be appropriate for candidates with specific learning difficulties are included below. Each request is considered on an individual basis and there are no blanket concessions for a specific need or impairment. This is therefore not a definitive list of what may be appropriate for a candidate but can be used as a guide when schools are considering what concessions should be requested.

- Additional time for the writing task (maximum allowed is 25%)
- Use of a word processor for the writing task
- Permission to record answers directly on the question booklet
- Support of a scribe for the writing task
- Support of a reader (for occasional words, not to read the passage or questions)
- Stop the clock rest breaks

Where the level of difficulty is severe and it is established classroom practice, it may be appropriate to extend the timing for some of the standardised tests.

Permission is not required for the use of coloured filters or lenses.

8. Other Needs

A candidate may have other needs that are not specifically referenced in this document.

The panel will consider each request individually and make a decision as to what concessions are appropriate for the Kent Test. Requests should always reflect what is standard classroom practice for that candidate.

For candidates who are prone to call out, fidget excessively or otherwise disrupt the tests, it may be appropriate for them to be tested in a smaller group or separate room.

Candidates with weak or very slow handwriting may be allowed to use a word processor for the writing task. Grammar and spell check must be disabled.

For candidates with poor co-ordination that makes it hard for them to mark in the answer boxes, it may be appropriate for the answersheets to be enlarged.

Candidates with Irlen Syndrome may be granted permission to copy materials on to coloured paper, as used in school. The use of coloured filters or lenses does not need to be requested.

9. Expected Evidence

Special arrangements should only be requested to give a candidate access to the test, not to maximise their test scores.

For the Kent Test there are no blanket concessions or set criteria that candidates must meet to be granted specific concessions.

The panel will be looking for evidence of what concessions are currently in place for the candidate in class, and whether these would be needed in order for them to access the Kent Test.

It is important to note that concessions that are used in class, other assessments, or recommended in reports, are not necessarily appropriate for a selection test environment.

Evidence could include:

- Evidence of access arrangements in regular use – each request must have a provision plan if one is available. If not, schools must upload a document listing the concessions that are part of classroom practice, why they are in place and the impact they have on access to learning.
- EHCP and most recent review

- Evidence of diagnosis (e.g. external reports from medical or psychological professionals)
- Results of standardised tests taken in school (all subtests), or of screening for Specific Learning Difficulties.
- Example of timed free writing clearly showing words per minute count (necessary if a request is being made for additional time or the support of a scribe in the writing task)
- Example of class work indicating what arrangements were in place.

All evidence should be full, appropriate and up to date. If a private report is more than 18 months old and contains standardised scores, a new report is not required but it should be accompanied by more recent scores. These could be from a dyslexia screener for instance.

Evidence of a diagnosis, such as external reports from medical or psychological professionals, should not be solely relied on as evidence of need. The panel will be looking at how the candidate is supported in class and what impact this support has on their access to learning.

We cannot accept reports produced after the deadline.

Where a candidate 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/referral can be submitted with the school evidence but will not be sufficient on its own.

10. Injury, Surgery and Unexpected Medical Treatment

If a pupil has sustained an injury shortly before testing or had a recent operation and still requires medication, the school will need to contact the Admissions Team at kent.admissions@kent.gov.uk for further advice.

11. Out of County Testing

Schools outside of Kent will not automatically be sent a copy of the guidance and relevant forms. The Kent Test registration form advises parents to discuss access arrangements with their child's primary school. If a school does not already have the necessary

information to make a request, it can be obtained by emailing kent.admissions@kent.gov.uk.

If adjustments are agreed by the panel, a copy of the decision document will be sent to the test centre so that they are able to make suitable arrangements.

For candidates who will be sitting the test at one of our test centres with medical needs, the parent/guardian will need to email us with as much information as possible regarding the needs of their child. This may include for example a diabetic plan or health care plan.

If the use of specialist equipment or coloured paper has been agreed, the candidate will need to take this with them to the test centre.

12. Withdrawing or Making Changes

If a school wishes to withdraw or make changes to a request that has been submitted, they will need to email kent.admissions@kent.gov.uk. If a pupil withdraws from testing, the parent/guardian or school should inform the Secondary Admissions Team who will be able to withdraw the special arrangement request.

If a candidate refuses any granted arrangements during the test, this will be recorded by the invigilator. A further opportunity to sit the test with special arrangements will not be offered.

13. Available Concessions

a. Provision of large print question papers

An enlarged version of the question paper can be provided if it is deemed necessary.

The large print version of each of the test booklets are available to request from our test provider. These booklets are B4 size, printed on cream paper with a text of approximately 14 point.

An answersheet in an enlarged format is not automatically supplied with an enlarged question paper. This will need to be requested as a separate concession.

If requesting this concession, please consider whether the candidate needs a larger workspace whilst being tested so that enlarged sheets can be accommodated.

It is currently not possible to provide a modified version of the Kent Test to accommodate candidates who cannot access print larger than 14 point.

b. Provision of large print answersheets

An enlarged version of the answersheets can be provided if it is deemed necessary.

A large print version of the answersheets is available in A3 size, on cream paper. The text is approximately 14 point.

An enlarged question paper is not automatically supplied with an enlarged answersheet. This will need to be requested as a separate concession.

If requesting this concession, please consider whether the candidate needs a larger workspace whilst being tested so that enlarged sheets can be accommodated.

c. Permission to copy the materials on to coloured paper

The parents/guardians or primary school will be expected to source their own coloured paper for the Kent Test papers to be copied on to on the day of the test.

Where coloured papers are produced on site by copying, care should be taken to ensure that materials are of an appropriate quality.

d. Permission to record answers on the question booklet

It can be agreed for candidates to record their answers directly on the question booklet, rather than transferring their answers to the answersheet.

Schools must ensure that the question booklet is clearly labelled with the candidates' full name, Pupil ID number and primary school.

The candidates' answers should **not** be transcribed from the question booklets onto the answersheets. The school should instead return the completed question booklets with the candidate's blank pre-printed answersheets for marking.

e. Use of a word processor for the writing task

This concession allows the candidate to complete the writing task using a word processor.

Grammar and spell check functions should be disabled.

If a candidate is sitting the test at one of our Test Centres, they will provide the word processor on the day of the test.

f. Use of other specialist equipment

Specialist equipment that can be agreed include, but is not limited to, fidget toy, pen grip, coloured overlay, wobble cushion, TheraBand, timer, visual timetable, writing slope, magnification and specialist hearing equipment.

Some specialist equipment may be distracting for other candidates. If this is the case, schools should request for the candidate to be tested in a smaller or separate room.

Any specialist equipment that has been agreed for the candidate to use should be either provided by the parent/guardian or primary school.

Speech to text devices are not permitted for the Kent Test.

g. Support of a reader

A reader can only read the instructions for the test and help with reading single words. The reader cannot explain the meaning of any words.

A reader cannot read any of the questions or the English passage.

A reader can say words and numbers but not mathematical symbols or fractions.

h. Support of a scribe

A scribe can be agreed for the writing task and/or the answersheets. These are considered as separate concessions.

A scribe cannot act as a reader or a prompt. These concessions would need to be agreed separately.

i. Support of a prompt

The role of the prompt is to keep the candidate on task. This involves the use of a pre-arranged non-verbal signal (e.g. tapping the table lightly with a pencil) as needed to encourage the candidate to stay on task.

A prompt cannot act as a scribe or a reader. These concessions will need to be agreed separately.

j. Supervision in a smaller or separate room

This concession allows a candidate to either be seated in a smaller group or separate room rather than testing in the main testing room.

Smaller group and room sizes will vary based on where the candidate is taking the test. For Kent primary schools in some instances, privacy boards can be used to create a separate space as an alternative. If this is the intention, please include details of this on any requests.

The request form will ask for the reason a smaller or separate room is being requested. If a smaller or separate room is being requested to accommodate another concession, such as additional time, this will need to be indicated. If the candidate will require a smaller or separate room irrespective of any other concessions being agreed, this should also be indicated on the form alongside the reason.

An invigilator log should be used in each room being used for testing. For candidates with special arrangements agreed, it should be clear on the log which candidates are testing in each room.

k. Stop the clock rest breaks

This concession allows candidates to have supervised, candidate led, breaks in the test where the time is stopped.

Invigilators should record on the provided log sheet to show when breaks are given for the candidate and when each break begins and ends.

If rest breaks are needed to combat fatigue, the best solution is to encourage breaks between timed sections so that the timing for each section is unaffected.

If a stop the clock break is called for during a timed section, the number of minutes lost must be recorded and allowed when the test resumes, so that the candidate is given the time they need to settle without being given longer than other candidates to attempt the questions.

During the rest breaks the candidate:

- Must **not** be allowed to discuss the test.
- Must **not** have their booklet open and answersheets should be turned over.
- Does **not** need to remain on their seat.

I. Additional time

In exceptional circumstances a candidate may be allowed up to 25% extra time for one or more of the tests and writing task.

Stop the clock rest breaks should always be considered before making a request for additional time, since they may be more appropriate for candidates with an impairment.