



# Special Arrangements

## Kent Test September 2026

## Key changes for 2026

As a minimum, requests should include at least one piece of evidence from Group A (evidence of candidate's Special Education Need) and one from Group B (evidence of classroom practice). [See page 11 for more information.](#)

Updates to the definition of a reader. [See page 16 for more information.](#)

### Summary of Key Points

**It is the responsibility of the parent to ensure their child is registered for the Kent Test before the deadline of 1 July 2026. Making a special arrangements request does not automatically register a candidate for the Kent Test.**

#### **Purpose of special arrangements**

- Special arrangements are to allow access to the Kent Test, not to maximise scores.
- Requests must reflect standard classroom practice.

#### **Who can submit and when**

- Requests must be submitted by the primary school (usually the headteacher or SENCo), not by parents/guardians, unless the child is not in a school setting.
- The deadline for submitting the request form and all supporting evidence is 1 July 2026.

#### **Evidence requirements**

- There are no blanket concessions for any diagnosis or need.
- Schools must provide at least one piece of evidence from Group A (evidence of need) and one from Group B (evidence of classroom practice).
- Evidence of diagnosis alone is not sufficient.

#### **Decision-making**

- Requests are considered individually by a non-statutory special arrangements panel and by the admissions team where appropriate or necessary.
- Decisions are final and not subject to appeal.

#### **Differences and alternative assessment**

- Arrangements agreed for the Kent Test may differ from those used in school, other tests, or by other local authorities.
- Candidates who cannot access the test, even with adjustments, may be considered for alternative assessment but will not receive test scores

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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 those 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 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, however, have a duty to make reasonable adjustments for disabled pupils in operating a selection process. This duty is anticipatory.

Special access arrangements are not intended to enable children to achieve the highest possible score. They are only provided where the severity of the child's difficulties means that, although academically able, they cannot reasonably be expected to attempt the tests in the standard format or under the prescribed conditions.

## 2. Test Summary

The Kent Test consists of two papers and a writing task. The first paper is multiple choice and contains both an English and Maths test. The second paper is multiple choice and contains a reasoning test. The writing task is not marked as a part of the Kent Test but may be used by a local headteacher panel as part of the headteacher assessment stage of the process.

The table below provides a summary of the test components and the structure of the assessment.

	Test Paper					
	English & Maths		SHORT BREAK	Reasoning	BREAK	Writing Task
	English	Maths		-		-
How long will the test take?	25 minutes	25 minutes		1 hour (including the practice sections and questions)		40 minutes (including 10 minutes planning time)
Practice exercise	5 minutes	5 minutes	See above	-		
Content	<ul style="list-style-type: none"> <li>Comprehension exercise</li> <li>Additional questions drawn from a set designed to test literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical elements</li> </ul>	<ul style="list-style-type: none"> <li>Verbal Reasoning</li> <li>Non-verbal reasoning (split into short sections)</li> </ul>	-		

### 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 intended to ensure that candidates have access to testing, not to maximise their test scores. To be fair to other candidates, the special arrangements granted must not confer an advantage. **Requests should always reflect what is standard classroom practice for the candidate.**

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 special arrangements to access the Kent Test, and to discuss this with parents.

**The deadline for submitting special arrangement requests and uploading supporting evidence is 1 July 2026.**

Due to the logistics involved in the process, we cannot accept requests after this date. Primary schools should contact the secondary admissions team ([kent.admissions@kent.gov.uk](mailto:kent.admissions@kent.gov.uk)) if a pupil will not be able to access testing without concessions and an on-time special arrangements request has **not** been made.

If a primary school believes a candidate will need special arrangements but they are awaiting a diagnosis, the school should still submit a request form and provide supporting evidence, giving as much detail as possible about the candidate and standard classroom practice. A diagnosis is **not** required for a request to be made, and the request should still be submitted by the deadline.

#### a. How to request special arrangements

When the special arrangements request process opens, the secondary admissions team will send all linked Kent primary schools an email containing the necessary guidance and links to submit a request. This will be sent to the email address previously provided by the school as the main contact for the special arrangements 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](mailto:kent.admissions@kent.gov.uk).

Out of county schools will need to contact the secondary admissions team directly to receive request details.

To submit a special arrangements request; schools must follow the steps outlined below:

##### Step 1: Submit the MS 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; however, additional members of staff can be granted access on request by the secondary admissions team

**The deadline for submitting the request form and supporting evidence is 1 July 2026.**

#### b. Who makes the decision

A special arrangements panel will consider requests on an individual basis and determine whether special access arrangements are appropriate and what those arrangements

should be. The panel will expect to see evidence of the arrangements currently in place for the candidate in school, and whether these would be needed to access the Kent Test.

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

Where a request relates to a concession that is likely to have low impact in a selection test environment, the admissions team may make a decision without referring the request to the special arrangements panel, provided sufficient supporting evidence has been submitted in line with this guidance document. Examples include (but are not limited to) fidget toys, specialist equipment, coloured paper, a smaller or separate room, and concessions related to medical needs such as diabetes.

If the special arrangements panel is unable to review all requests before the date of the test, members of the admissions team may make a decision where the evidence provided is clear and sufficient in line with this guidance document. Where the evidence is insufficient or the request requires specialist consideration, it will be referred to the special arrangements panel.

### c. How/when the decision is communicated

Special arrangements decisions will be sent to schools as soon as possible, but some requests may take longer to process.

The admissions team will email a decision document for each candidate directly to the primary school. The decision document outlines which special arrangements have been agreed for that candidate.

Special arrangements granted for the Kent Test may differ from those granted by other local authorities for their own 11+ tests.

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

If a candidate does not meet the threshold for a grammar assessment in the Kent Test, their headteacher will have the opportunity to refer them to the Headteacher Assessment Panel if they feel it is appropriate. It is the decision of the headteacher whether a referral is made.

## 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 answer sheets
- 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 requesting additional time, as they may be more appropriate for candidates with an impairment.

Schools 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.

### **Permission is not required for the use of coloured overlays or lenses**

Schools that are not facilitating the Kent Test for their pupils will need to email [kent.admissions@kent.gov.uk](mailto: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. If a 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](mailto:kent.admissions@kent.gov.uk) for further advice. It is not currently possible 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 [here](#).

Candidates who cannot access testing with the adjustments available 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. In these circumstances, schools and parents are advised to review the oversubscription criteria of the schools they are interested in applying to, as some schools rank applicants by score.

## 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
- 25% additional time for the writing task

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](mailto: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.admissions@kent.gov.uk](mailto:kent.admissions@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 toilet, 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 invigilators 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](mailto:kent.admissions@kent.gov.uk) if they have a pupil who would need appropriate seating at the test centre.

For candidates with medical needs sitting the test at one of our test centres, 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, this will be shared with the test centre as appropriate.

## 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.

- 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 by 25% for some of the standardised tests.

**Permission is not required for the use of coloured overlays 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 difficult for them to mark in the answer boxes, it may be appropriate for the answer sheets to be enlarged.

Candidates with Irlen Syndrome may be granted permission to copy materials on to coloured paper, as used in school. **Permission is not required for the use of coloured overlays or lenses.**

Special arrangements cannot be requested based on a candidate having English as an Additional Language alone. Any questions regarding a candidate with EAL sitting the test should be directed to the secondary admissions team.

## 9. Expected Evidence

**The deadline for submitting evidence is 1 July 2026. We are unable to accept additional evidence after this point.**

For the Kent Test there are **no blanket concessions** for a specific need.

Decisions are made based on the candidate's needs and how the candidate is supported in the classroom. **It is important to note that concessions that are used in class, other assessments, or that are recommended in reports, are not necessarily appropriate for a selection test environment.**

Supporting evidence for special arrangements requests can be split into two groups. Evidence from Group A demonstrates the candidate’s SEN, and evidence from Group B shows how the candidate is supported in the classroom.

As a minimum, requests should include **at least one piece of evidence from Group A and at least one piece of evidence from Group B**. If more evidence is available, it should be provided.

Examples of evidence from each group is included in the table below. Please note this is not an exhaustive list.

<b>Group A:</b> Evidence of the candidate’s special educational need could include:	<b>Group B:</b> Evidence of how the candidate is supported in class could include:
<ul style="list-style-type: none"> <li>• EHCP and most recent review</li> <li>• Evidence of diagnosis (e.g. external reports from medical or psychological professionals).</li> <li>• Results of standardised tests taken in school (including all subtests) or of screening for Specific Learning Difficulties.</li> <li>• Statement from class teacher describing candidate’s needs.</li> <li>• Evidence of a referral being submitted for diagnosis/assessment.</li> <li>• Example of timed free writing clearly showing words per minute count (necessary if a request is being made for additional time or support of a scribe in the writing task)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision map/Individual Learning Plan or school equivalent.               <ul style="list-style-type: none"> <li>○ If this is not available, a document outlining the concessions that form part of standard classroom practice for that child, and why they are in place for the pupil to access learning.</li> <li>○ History of these provisions being in place, provision maps and individual learning plans from previous terms/years.</li> </ul> </li> <li>• Examples of schoolwork/tests indicating which arrangements were in place.               <ul style="list-style-type: none"> <li>○ If requesting additional time, examples of classwork where additional time has been provided could be included, showing the impact it has had. For example, using different coloured pens or annotations indicating where additional time was provided</li> </ul> </li> </ul>

All evidence should be full, appropriate and up to date. If a report is more than 18 months old and contains standardised scores, a new report is not required; however, the outdated

report should be accompanied by more recent standardised scores. These could be from a dyslexia screener for instance.

**It is crucial that, as a minimum, one piece of evidence is provided from both Group A and Group B.** Evidence of a diagnosis, such as external reports from medical or psychological professionals, should **not** be solely relied on. The panel will be looking at how the candidate is supported in class and what impact this support has on their access to learning.

Where a candidate has been accepted for or is awaiting an assessment (including an EHCP), the school can submit evidence of measures, support, or interventions being implemented as part of normal classroom practice. A letter confirming the appointment/referral can be submitted with the school evidence but will not be sufficient on its own.

Where there is insufficient evidence available to agree a request, the secondary admissions team will **not** contact the Primary school to request further evidence. It is the responsibility of the school to ensure they have fully read our guidance regarding evidence and upload what is required by the deadline.

## 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 secondary admissions team at [kent.admissions@kent.gov.uk](mailto:kent.admissions@kent.gov.uk) for further advice.

## 11. Out of County Testing

Primary schools outside of Kent will not automatically be sent a copy of the guidance and relevant forms to request special arrangements. 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](mailto:kent.admissions@kent.gov.uk).

If special arrangements are agreed by the panel, a copy of the decision document and any other relevant information will be sent to the test centre so that they are able to make suitable arrangements for the candidate.

For candidates with medical needs who will be sitting the test at a test centre, 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 which may be shared with test centre if appropriate.

If the use of specialist equipment or coloured paper has been agreed for a candidate attending an out of county primary school, the candidate will need to take this with them to their allocated 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](mailto:kent.admissions@kent.gov.uk). If a pupil withdraws from testing, the parent/guardian or school should inform the secondary admissions team, who will withdraw the special arrangement request.

## 13. On the day of the test

Primary schools and test centres will be provided with an 'Invigilator Guidance' document which goes into details about facilitating the agreed special arrangements.

Special arrangements put in place must have been agreed through the special arrangements process.

Any specialist equipment or coloured paper that has been agreed for the candidate to use should be either provided by the parent/guardian or primary school. Word processors for Out of County candidates will be provided by the test centre.

Experienced invigilators may be required to make low impact decisions on the day of the test where necessary, in line with the guidance.

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.

## 14. 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 versions 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 enlarged answer sheet 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 requires a larger workspace to accommodate enlarged materials.

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.

If a candidate will not be able to access the question booklet with 14 point print, please contact the secondary admissions team at [kent.admissions@kent.gov.uk](mailto:kent.admissions@kent.gov.uk).

#### **b. Provision of large print answer sheets**

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

A large print version of the answer sheets 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 answer sheet. This will need to be requested as a separate concession.

If requesting this concession, please consider whether the candidate requires a larger workspace to accommodate enlarged materials.

If a candidate will not be able to access the question booklet with 14 point print, please contact the secondary admissions team at [kent.admissions@kent.gov.uk](mailto:kent.admissions@kent.gov.uk).

#### **c. Permission to copy the materials on to coloured paper**

If agreed, parents/guardians or the 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 them to the answer sheet.

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

The candidate's answers should **not** be transcribed from the question booklets onto the answer sheets. Instead, the school should return the completed question booklet along with the candidate's blank answer sheet 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, the word processor will be provided 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

The scope of what a reader can do depends on the test.

The English Test	
A reader can	A reader cannot
✓ Read the test instructions.	✗ Explain the meaning of a word.
✓ Read individual words except in the comprehension passage.	✗ Read any of the English comprehension passage should this be a component of the test, including any practice passage.
✓ Read all questions in full.	

<b>The Maths Test</b>	
<u>A reader can</u>	<u>A reader cannot</u>
✓ Read the instructions of the test.	✗ Explain the meaning of a word
✓ Read individual words.	✗ Clarify subject-specific vocabulary or mathematical symbols. For example, if a question contained $>$ , the reader should say 'this mathematical symbol'.
✓ Read all questions in full.	✗ If a candidate requests information to be read from a graph, the reader <b>should not</b> interpret or explain what the graph is showing and should simply read any individual words the candidate is requesting.
<b>The Reasoning Test</b>	
<u>A reader can</u>	<u>A reader cannot</u>
✓ Read the instructions of the test.	✗ Explain the meaning of a word.
✓ Read individual words.	✗ Read questions in full.
<b>The Writing Task</b>	
✓ Read the instructions of the test.	✗ Explain the meaning of a word.
✓ Read the questions in full.	
✓ Read what the candidate has written.	

**h. Support of a scribe**

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

A candidate will not be required to spell individual words to their scribe.

A candidate should indicate punctuation.

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) 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**.

A prompt may be shared between multiple candidates.

### 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 room/hall.

Smaller group and room sizes will vary depending 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, details should be included in the request.

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, along with the reason.

An invigilator log should be used in each testing room. 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 during the test where the time is stopped.

Invigilators should use the provided log sheet to record when breaks are taken and when each break begins and ends.

If rest breaks are needed to manage fatigue, it is preferable to encourage breaks between timed sections so that the timing for each section is unaffected.

If a Stop the Clock break is taken during a timed section, the number of minutes lost must be recorded and allowed when the test resumes. During a rest break, the candidates booklet should be turned over, this ensures 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 answer sheets should be turned over.
- Does **not** need to remain on their seat.

#### **I. Additional time**

Where appropriate, a candidate may be allowed up to 25% extra time for one or more of the tests and writing task. If agreed, the specific timings for each test will be provided on the candidate's decision document.

Stop the Clock rest breaks should always be considered before requesting additional time, as they may be more appropriate for many candidates. If requesting additional time, it is useful for the panel to see evidence that the use of Stop the Clock rest breaks have been trialled before additional time was implemented in class.