



2026 Entrance Assessment

ACCESS ARRANGEMENTS

**Policy, Procedures and Guidance
Effective - 18th May 2026**

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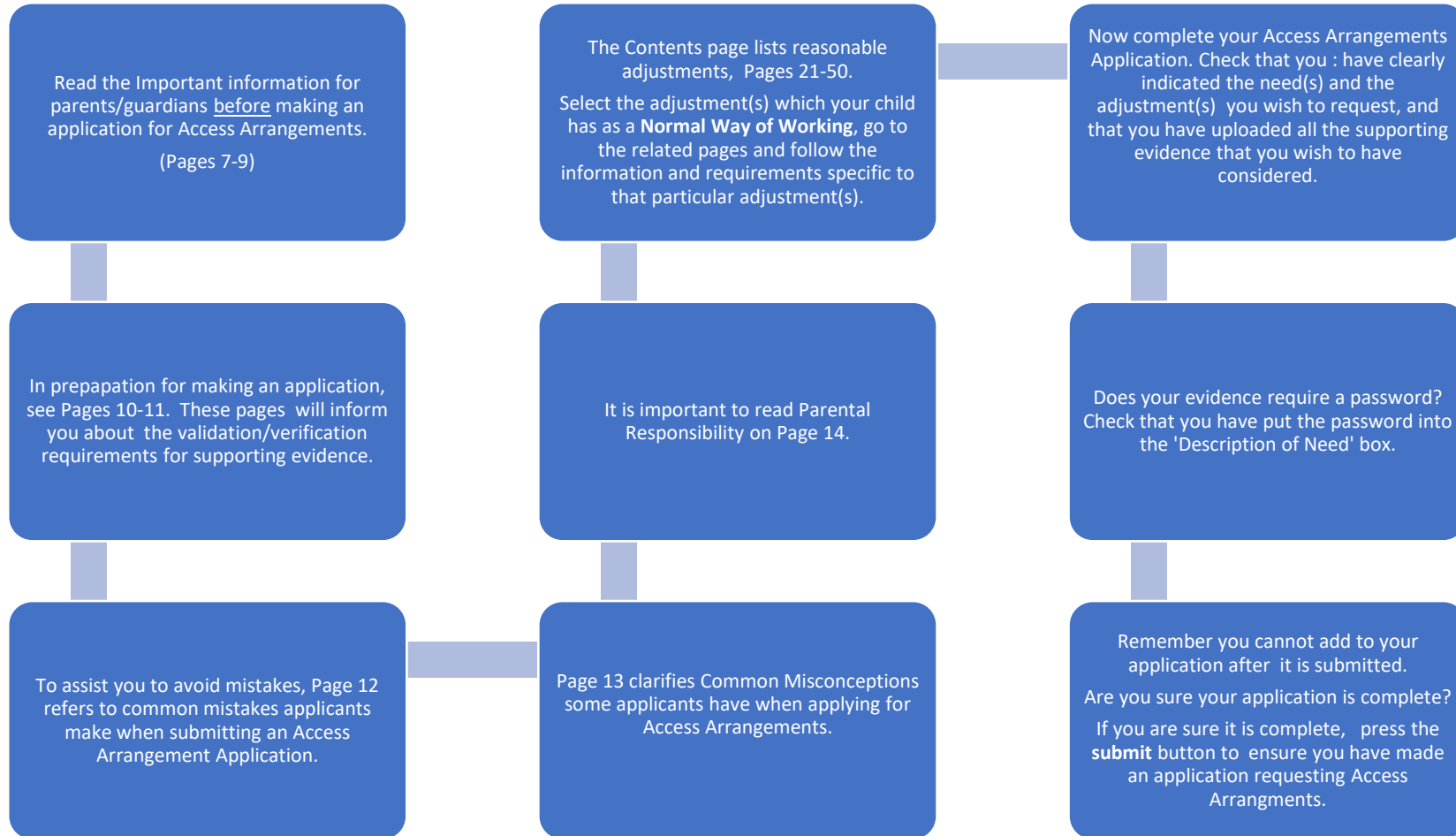
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How to Use this Document

Read the Policy Statement on Page 5

Do you think your child needs Access Arrangements (reasonable adjustments)? If the answer to this question is NO, you do not need to read any further. If the answer to this question is YES, please follow the chart below.



SEAG ACCESS ARRANGEMENTS - Policy Statement

SEAG is committed to ensuring that eligible children are granted, where appropriate, Access Arrangements when sitting the Entrance Assessment. Access Arrangements are the principal way in which awarding bodies comply with their duty under equality legislation, including the Disability Discrimination Act 1995 (as amended), the Special Educational Needs and Disability (Northern Ireland) Order 2005 and the Special Educational Needs and Disability Act (Northern Ireland) 2016 to make 'reasonable adjustments'.

An application for Access Arrangements may be made by a parent or guardian. Access Arrangements are 'reasonable adjustments' made in relation to the SEAG Entrance Assessment for children with **identified specific significant/substantive** need(s).

An Independent Access Panel, appointed by SEAG, will determine which Access Arrangements may be considered as reasonable adjustments for the SEAG Entrance Assessments and any such adjustment must be approved in advance of the assessments.

These reasonable adjustments must be agreed in advance of sitting the Entrance Assessment through the SEAG 'Request for Access Arrangements' application process. Reasonable adjustments will only be granted where there is appropriately verified evidence of **specific significant/substantive** need(s) and when they are operationally and financially feasible.

Parents/Guardians requesting Access Arrangements for their child have the responsibility to ensure that all relevant information (including appropriate evidence of a **specific significant/substantive** need(s) and verification) is submitted by the **published deadline**. Such information and evidence must be in accordance with that specified in the '[SEAG Access Arrangements Guidance](#)' published on the SEAG website.

Reasonable adjustments are for children whose performance is likely to be impaired by a **specific significant /substantive** need(s) in one or more of the categories below:

- cognition and learning need(s)
- speech, language and communication need(s)
- physical need(s)
- social, emotional and mental health need(s)
- sensory need(s)

Some children with learning difficulties **and/or** disabilities may have several needs and may require a range of reasonable adjustments. A child does not necessarily have to be disabled (as defined by the Disability Discrimination Act 1995) to be eligible for an Access Arrangement.

The intention behind an Access Arrangement is to meet the need(s) of an individual child who has identified **specific significant/substantive** need(s) without affecting the integrity of the Entrance Assessment.

The Access Arrangement cannot be put in place solely for the Entrance Assessment; any requested reasonable adjustment must reflect the **Normal Way of Working** in everyday classroom practice.

Access Arrangements will not be granted in cases where an adjustment would directly enhance performance in the knowledge, skills and understanding which are an integral component of the Entrance Assessment. Reasonable adjustments must not affect the reliability or validity or integrity of the Entrance Assessment outcomes and must not give the child an unfair advantage over other children undertaking the same Entrance Assessment.

All applications requesting Access Arrangements will be considered by an Independent Access Panel and its decisions will be communicated to the parents/guardians and to the Entrance Assessment Centre in advance of the Entrance Assessment.

The Assessment Centre is responsible for putting in place the Access Arrangements approved by the Independent Access Panel.

Important Information for Parents/Guardians to Read before Making an Application for Access Arrangements

Role and membership of an Independent Access Panel

Each Application for Access Arrangements is considered by an Independent Access Panel appointed by SEAG. Those appointed to an Independent Access Panel are not members of SEAG. Members of the Independent Access Panel are selected from a pool of professionals with experience **and/or** qualifications in the application of Access Arrangements for Assessments. Panel members may be selected from a pool of serving and retired Principals, Vice-Principals, Senior Leaders, SENCos, Learning Support Coordinators, Examination Officers, Educational Psychologists and other professionals with relevant expertise in the application of Access Arrangements. Each panel consists of three members; panels are convened periodically and when operationally feasible.

Parents'/Guardians' responsibility when preparing to complete an Access Arrangements Application

Read this information, as well as the SEAG Access Arrangements Policy Statement, in advance of completing an application to request Access Arrangements for candidates with an identified/diagnosed **specific significant/substantive** need(s), such as special educational need(s) **and/or** disabilities **and/or** medical need(s).

Ensure that you have read the evidence required for each adjustment you wish to request.

It is essential to note that you cannot add requests once you submit your Access Arrangements Application.

Deadline

Access Arrangements must be applied for and approved before the Entrance Assessment. The deadline is in place to give reasonable time to process the Access Arrangements Application and to make the operational changes required. Parents/Guardians are encouraged and advised to submit their Access Arrangements Application as soon as possible and, if at all possible, well in advance of the published deadline, **Friday 18th September 2026 at 11:59pm.**

Access Arrangements are 'reasonable adjustments'

These adjustments are made for those who would be at a **substantial disadvantage** in comparison with children of the same age who are not disabled **or** do not have Special Educational Need(s) **or** a medical condition requiring reasonable adjustments.

Whether an adjustment will be considered 'reasonable' will depend on several factors which will include, but are not limited to:

- the need(s) of the candidate with a **specific significant/substantive** need(s);
- the effectiveness of the adjustment;
- the likely impact of the adjustment upon the candidate and other candidates; **and/or**
- the relevance, strength and appropriateness of the evidence in support of the application.

An adjustment may not be approved if:

- it affects the security and integrity of the SEAG Entrance Assessment;
- it has insufficient evidence in support of the application; the evidence of need will vary depending on the **specific significant/substantive** need(s) and the Access Arrangements being requested;
- it involves unreasonable timeframes;
- it involves unreasonable costs; **and/or**
- the application is late; complete applications must be submitted by the published deadline, **Friday 18th September 2026 at 11:59pm.**

What should you do if you want to request a reasonable adjustment that is not listed on the Access Arrangements Application form?

The following pages provide guidance on the types of reasonable adjustments that may be requested and examples of the supporting evidence required.

It is accepted that a 'reasonable adjustment', requested on the grounds of a **specific significant/substantive** need(s), may be unique to an individual and may not be included in the list of available adjustments. A free text box will appear if you tick the box named 'Other'. This is available for such applications. (See Page 41)

Access Arrangements will not be put in place solely for the purpose of sitting the SEAG Entrance Assessment.

The **specific significant/substantive** need(s) must be a:

- persistent,
- significant or substantial, and
- long-term impairment.

The submitted evidence must support this claim.

What is meant by the 'Normal Way of Working'?

The reasonable adjustment(s) should reflect the adjustment(s) made to address the child's identified/diagnosed **specific significant/substantive** need(s) as the **Normal Way of Working** in the classroom over a period of time; this must be clear in the evidence provided for any request.

Specific significant/substantive need(s) may be addressed with reasonable adjustments. Classroom adjustments, for children with identified significant/substantive need(s), are outlined in the Education Authority's published SEN Primary School Graduated Framework document, the Department of Education's SEN and Medical Guidance, and SENDO legislation.

Children with particular disabilities or medical need(s) will usually require appropriate evidence from medical professionals, as well as evidence and examples of the reasonable adjustments made to address their identified needs as a **Normal Way of Working** in the classroom.

Children with Special Educational Need(s), who are registered on the Special Educational Needs Register, may have PLPs/IEPs which list the adjustments made as the **Normal Way of Working**. PLPs/IEPs may be submitted as supporting evidence.

Children with more than one significant/substantive need

- When applying, parents/guardians should carefully consider the best combination of 'reasonable adjustments' to suit their child's needs.
- All requests must reflect the **Normal Way of Working** in the primary school.
- Please note 'more' is not always best; requesting too many adjustments does not always provide the best support for the child.
- Parents/Guardians are encouraged to think of the best combination of reasonable adjustments to suit their child and their request(s) must be supported by objective and independently verified evidence.

It is essential to note that you cannot add requests once you submit your Access Arrangements Application.

Reminder: Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026**

Evidence to Support Requests for Adjustments

Guidance on what verification and validation are required for all evidence submitted in support of an Access Arrangements Application

Validating evidence:

- Submissions from any primary school personnel should come on headed notepaper, dated and signed, or from the school's C2k email address, and electronically signed, with the role of the professional clearly indicated.
- Submissions from the Principal of the primary school must come on headed notepaper, dated and signed, or from the school's C2k email address and electronically signed.
- Submissions from any support service in the Education Authority (EA) should be pre-existing documentation and should come on headed notepaper, dated and signed, or from an EA email address, electronically signed; and have the role of the professional clearly indicated. (See Glossary of Terms, Pages 16-20)
- Submissions from those carrying out and reporting on psychometric testing should come on headed notepaper, dated and signed, and have clearly indicated their current HCP number and/or proof of current registration and proof of qualification.
- Submissions from any personnel from the medical profession should come on headed notepaper, dated and signed, or by email with an electronic signature, with the role of the medical professional clearly indicated.

Some applications will require evidence which includes quantitative data. A **specific significant/substantive** need(s) which is a special educational need based on a slow processing speed **and/or** a slow reading speed will require quantitative data. Psychometric testing results may be submitted from an assessment carried out by the following suitably qualified personnel:

- currently registered educational professionals who hold the Certificate in Psychometric Testing, Assessment and Access Arrangements;
- currently registered professionals with the British/Irish Psychology Society with HCP number who are qualified to assess children with Special Needs;
- qualified SENCos (preferably at level 7, the qualification and level/certification must be stated);
- a registered Educational Psychologist with a current HCP number; **and/or**
- currently registered educational professionals who hold relevant qualifications in Psychometric Testing to provide quantitative data.

SEAG reserves the right to carry out checks to verify the authenticity of any evidence submitted in support of an application.

- Parents/Guardians are advised to give time and care to the application and submit their application as soon as possible.
- The applications will be assessed by an Independent Access Panel. The decision will be communicated to the applicant, the Assessment Centre and SEAG administration.

Long-term medical conditions and serious medical conditions are addressed through Access. (See Pages 39-40)

Emergency Access Arrangements.

This applies for children who are injured close to, or at the time of, the Entrance Assessment. Applications for Emergency Access Arrangements may be made through the SEAG online facility which will be available a few weeks before **Saturday 14th November 2026.** (See Page 51)

Common Mistakes Applicants Make when Submitting an Access Arrangements Application

- When making their Access Arrangements Application, applicants declare that they have read the SEAG Access Arrangements Policy, Procedures and Guidance document - *many applications show that this is not the case and this results in delay and inconvenience*. It is the responsibility of the applicant to read and refer to the appropriate pages of the 2026 SEAG Access Arrangements Policy, Procedures and Guidance document.
- In particular, some applicants do not read the pages they are signposted to when they tick a radio box to make a request for a particular adjustment - *these pages provide guidance and the operational procedures related to that adjustment; it is the applicant's responsibility to read what each adjustment means in practice*.
- Applicants often leave it to the last minute to make an Access Arrangements Application - *many of these demonstrate a lack of preparation and failure to provide the required evidence, resulting in delay and inconvenience*.
- Applicants do not provide 'passwords' for encrypted documents, as per the instructions to put the password in the 'Description of Need' box - *resulting in delay and inconvenience*.
- Applicants think they can contact the Assessment Centre directly to agree adjustments - *SEAG operates a centralised Access Arrangements process and only applications taken through the official SEAG Access Arrangements application process will be valid*.
- Applicants follow disinformation and misinformation on social media platforms and websites which are not validated or approved by SEAG:
The official SEAG website provides the information you require and is free of charge.
Applicants do not need to pay third parties for any of this information and guidance.
Applicants also have communication channels directly with SEAG.
- Applicants do not look at the resources and information for all parents/guardians, provided on the official SEAG website including the Practice Papers.
www.seagni.co.uk
- Applicants request adjustments which are not appropriate to the need(s) of their child.

Common Misconceptions Applicants Make when Submitting an Access Arrangements Application

- Many applicants think that SEAG is a division of the Department of Education and/or the Education Authority - *it is not. As a private company SEAG is not under the control of the Department of Education, the Education Authority or any public body and does not report to the Department of Education, the Education Authority or any public body.*
- Some applicants believe that primary schools are responsible for submitting information to SEAG - *they are not. It is the responsibility of parents/guardians to gather the evidence and upload it when making their Access Arrangement Application.*
- Some applicants believe that if they commission a private assessment, then the adjustment they request will automatically be approved - *this is not the case; please see each adjustment and the required 'body of evidence' required.*
- Applicants think that Independent Access Panels are available 7 days a week every week to give instant decisions. *This is not the case; SEAG appoints Independent Access Panels to convene as and when operationally required.*

SEAG Access Arrangements Parental Responsibility

The Access Arrangements and circumstances listed will cover the majority of situations for which reasonable adjustment(s) may be possible, but it is not an exhaustive or exclusive list and the Independent Access Panel may consider other evidence and arrangements that may be required.

It is the responsibility of parents/guardians to ensure:

- they have read the 2026 SEAG Access Arrangements Policy, Procedures and Guidance document which includes the Glossary of Terms, prior to making an Access Arrangements application;
- that all requests and evidence are submitted by **the closing date, which is 11:59pm on Friday 18th September 2026**;
- that any adjustment applied for is not just for the SEAG Entrance Assessment; but that the adjustment has been a **Normal Way of Working** in the classroom, over a period of time, to address a **specific significant/substantive** need(s). (See Glossary of Terms, Pages 16-20); **and**
- they have informed SEAG of any long-term or serious medical condition(s), whether they are applying for an Access Arrangement(s) or not.

Communication regarding Access Arrangements Applications

After you have submitted your Access Arrangements Application:

1. all communications from the Access Team will be through the Access Portal;
2. any correspondence regarding your Access Arrangements Application must go through the Access Arrangements Support thread; and
3. communications made through other streams regarding Access Arrangements may not be responded to.

To communicate via your Access Arrangements Support function:

- Log into your SEAG account.
- Select Applications from the left-hand side.
- On the screen you will see Access Arrangements – ‘View More Information’.
- Select ‘View More Information’.
- Following the above steps will take you to your Access Arrangements Application.
- At the top of the page, you will see a green tab ‘Access Arrangements Support’.
- Select this function and this will allow you to ask your query specifically regarding your Access Arrangements Application.
- All other queries must be made through the registration Support/Ask a Question function.

Once you have made initial contact via the process above, you will then be able to use the ‘Messages’ tab on the left-hand side. Messages from SEAG will have titles - Access Arrangements or Application Support depending on the team communicating to you.

Responses to your query via the Access Arrangements Support can take 5 – 15 working days.

Communications regarding Access Arrangements are between the Access Team and the applicant.

Please note: Our staff have the right to be treated with dignity and respect and to work without fear of abuse. SEAG is committed to providing a respectful workplace where staff feel safe and valued. We take a zero-tolerance approach to abuse in any form, including rude language.

Glossary of Terms for Access Arrangements

Access Arrangements

These are reasonable adjustments that can be put in place to support pupils with an identified/diagnosed specific **significant/substantive** need(s). These adjustments allow pupils with specific needs, such as special educational needs **and/or** a disability **and/or** medical need(s) to access the Entrance Assessment and show what they know and can do without changing the demands of the Assessment. The intention behind an Access Arrangement is to meet the needs of an individual pupil without affecting the integrity of the Assessment. A reasonable adjustment may be unique to an individual and may not be included in the Guidance listing Access Arrangements.

Emergency adjustments may be requested to address injuries close to, or at the time of, the Entrance Assessment. This may qualify for an Emergency Access Arrangements Application.

Access Arrangements must always be approved before sitting the Entrance Assessment.

The identified/diagnosed **specific significant/substantive** need(s) must be persistent, clear, measurable and have a substantial long-term, adverse effect on performance in comparison with other children of similar age.

Applicants are referred to the 2026 SEAG Access Arrangements Policy, Procedures and Guidance on the SEAG website.

Contemporaneous Evidence for Emergency Access Arrangements Applications

Evidence, from both medical and school personnel, which supports that the emergency has occurred close to, or at the time of, the Entrance Assessment.

Cumulative

Additional time is not cumulative. A pupil cannot receive up to 25% extra time for one need and then an additional 25% for another need. However, if a pupil qualifies for up to 25% extra time, he/she may also be eligible for other Access Arrangements. This will be dependent on the evidence provided in addition to the **Normal Way of Working**.

Education Authority (EA)

The EA is distinct and separate to SEAG. The EA is not required or expected to carry out any testing specifically for SEAG. Applicants whose child has qualified for the support services provided by the EA may wish to submit pre-existing documentation related to their child's **specific significant/substantive** need(s).

Evidence

This refers to the documentation which supports that a child is eligible for the Access Arrangements requested. The required evidence will vary according to the reasonable adjustment being requested. Applicants should refer to the guidance contained in the 2026 SEAG Access Arrangements Policy, Procedures and Guidance, where examples of evidence are outlined. The requirement for evidence of need is important to maintain the standard and consistency of the Assessment system. Evidence must be validated/verified as outlined in the 2026 SEAG Access Arrangements Policy and Guidance document. (See Page 10)

Graduated Response Framework

The Graduated Response Framework, for SEN and Medical need(s), provides guidance from the Education Authority to schools and educational settings on how to identify and support children and young people with special educational need(s) **and/or** disabilities (SEND).

HCP

This is a Health Care Plan for a pupil who has an identified specific health need and has had reasonable adjustments put in place in school as a **Normal Way of Working**. A Health Care Plan may be submitted as evidence if it shows that the Access Arrangement requested is a reasonable adjustment in classroom practice outside of practice assessments for the Entrance Assessment.

IEP

This is an Individual Education Plan (now called PLP) for a pupil who has an identified specific need and has had reasonable adjustments made in school as a **Normal Way of Working**. It is supplied by the school and all parents should have access to the plan in place for their child. An IEP, with the current Stage of the Code of Practice identified, may be submitted as evidence, provided that it shows that the Access Arrangement requested is a reasonable adjustment in classroom practice outside of practice assessments for the Entrance Assessment.

HCP Number

This is a Health Care Professional Number. Any evidence from an author who has a current Health Care Professional Number should have it clearly displayed on the evidence document.

Learning Support Coordinator (LSC)

Is a qualified teacher in the primary school responsible for managing Special Educational Need(s) (SEN) provision within a school, formerly known as a SENCo. They identify pupils with learning need(s), create Personalised Learning Plans (PLPs), support classroom teachers, and liaise with parents and external agencies.

Medical Condition

It is the responsibility of parents/guardians to inform SEAG of any serious **and/or** long-term medical condition, whether you are requesting Access Arrangements (reasonable adjustments) or not. It is important to read the 2026 Access Arrangements Policy, Procedures and Guidance document and the relevant section “medical” in the Access documents. This does not refer to any short-term illness or sickness at the time of the Entrance Assessments.

Normal Way of Working (sometimes referred to as normal classroom practice)

Access Arrangements are not put in place solely for the practice assessments or for the SEAG Entrance Assessment. The key principle is that the **Normal Way of Working** provides evidence of a history of support and provision to address a **specific significant/substantive** need(s). The arrangement is not suddenly being granted to the pupil at the time of the Entrance Assessment.

The Access Arrangement should reflect the **Normal Way of Working** in school defined as:

*'those usual classroom practices and strategies put in place to provide the reasonable adjustments needed to address a child's identified **specific significant/substantive** need(s) and to support the child's learning.'*

Other

When completing the Access Arrangement request form online you will see a free text box marked 'Other'. This may be used to provide further information and or a request for an adjustment which is not listed in the radio buttons above it. You do not have to add to this box but may use it to impart important information relevant to your child's need(s). Please be succinct and to the point. To make an additional request, you must ensure that your evidence is directly related to your request; your child has the adjustment as a **Normal Way of Working**; there is independent, verifiable evidence related to your child's **specific significant/substantive** need(s).

Physical Support Item

In the context of the SEAG Entrance Assessment, Physical Support Items are accessibility objects. These may be referred to as physical support items, accessibility tools, aids, or objects (within the framework of Access Arrangements). They are permitted physical items that a candidate **with a Disability or Medical or Special Educational Need(s)** can use during an exam to reduce or remove a 'long-term and substantial adverse effect' on their performance.

PLP/IEP

Personal Learning Plan for a pupil who has an identified specific need and has had reasonable adjustments made in the primary school as a **Normal Way of Working**. It is supplied by the school and all parents should have access to the plan in place for their child. A PLP/IEP, with the current Stage of the Code of Practice identified, may be submitted as evidence, provided that it shows that the Access Arrangement requested is a reasonable adjustment in classroom practice outside of practice assessments for the Entrance Assessment.

Quantitative Data

This refers to standardised scores which must use a mean of 100 and a standard deviation of 15. Standardised scores of 84 or below are described as below average. Particular attention will be given to reading speed, reading comprehension speed and cognitive processing speed, and the standard deviations from predicted scores. Where there is a cluster of low scores across a number of areas, i.e., speed of reading, speed for reading comprehension, speed of cognitive

processing, etc., they will be considered. Very substantive adjustments need standardised scores of 70 or below or a cluster of standardised scores below 84 with supporting evidence. The amount of evidence required to support an application with quantitative data **must be** accompanied with evidence of the **Normal Way of Working** in primary school, showing that reasonable adjustments have been made and are effective. Any evidence which contains psychometric/quantitative data must show current validation of the assessor's name and qualifications, if they are registered, have an HCP number or can verify their assessor's qualifications to carry out psychometric testing. Applicants are referred to the guidance contained in SEAG Access Arrangements Available to see what each submission of evidence requires to validate the author.

SENCO

This means the Special Educational Needs Coordinator who is the member of staff in the primary school responsible for the coordination of the reasonable adjustments made in school as normal classroom practice to address the needs of children with **specific significant/substantive** identified educational/health needs. Also referred to as Learning Support Coordinator.

SENDO

Refers to all legislation in relation to Special Educational Needs.

SEN Register

This is a register, kept in schools, of children who have identified specific needs. The Stage of the SEN Code of Practice is recorded, and the reasonable adjustments/support made to address the child's need(s). There are different stages of the Code of Practice for Special Educational Needs ranging from stages 1 to 3 (Statemented – Stage 3); this will be recorded in the SEN Register.

Special Circumstances

SEAG has no role or involvement in the Special Circumstances process. When making an application through the Education Authority at the post primary transfer stage, parents/guardians might be able to claim Special Circumstances; this involves completing a Special Circumstances application for their post primary school of choice. Year 8 admissions criteria, including Special Circumstances information, will be published by each individual post primary school. Any enquiry about Special Circumstances should be taken to the Education Authority **and/or** the post primary school of choice. You may find it helpful to look at the documentation required for Special Circumstances on the post primary school websites. You should use the information published by the post primary schools to guide you.

Statemented

Children who have a Statement of Special Educational Needs may, but do not have to, sit the Entrance Assessment. Before deciding whether or not to enter your child for the Entrance Assessment, parents/guardians are encouraged to contact the Education Authority regarding the process in place for Statemented children wishing to be considered for an academically selective post primary school.

Substantive Need

Due to the diversity of pupils' needs, this guidance does not list every circumstance where Access Arrangements may be appropriate to use.

Applications for Access Arrangements should clearly confirm and support that the pupil has a clear, measurable and substantial long-term, adverse effect on performance.

Accommodation Suited to a Child with Limited Mobility

Access Arrangements	Specific significant need	Evidence
Accommodation Suited to a Child with Limited Mobility	May be appropriate if a child has mobility difficulties. Example: a wheelchair user requiring an appropriate work surface.	<u>Evidence provided must include:</u> A full explanation by the parents/guardians of the child’s requirements. Supporting letter from primary school SENCo/Learning Support Coordinator or Principal.

Important Notes:

- Applicants should use the ‘**Other**’ box on the Access Arrangements request form, online, which allows free text to give any further details they feel the Assessment Centre needs to be aware of.
- The Access Arrangements team will ensure the Assessment Centre is informed of the child’s need(s).
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.

Bi-lingual Dictionary

For children whose first language is neither English nor Irish, who have spent less than three academic years in the UK/Ireland before October 2026

If you are not requiring an adjustment but wish to inform us that your child is bi-lingual, please upload a note in the evidence section saying: 'For Information only – no adjustment requested.'

Access Arrangements	Specific significant need	Evidence
Bi-lingual Dictionary Bi-lingual Dictionary, if approved, will be awarded 25% extra time.	May be appropriate for children with English as a second language who have had less than three academic years in the United Kingdom and/or Ireland before October 2026.	<u>Evidence provided must include:</u> All dates of entry into UK and/or Ireland e.g. entry visa or other <u>official documentation.</u> AND Dates of enrolment at all primary schools attended in the UK and/or Ireland. This written evidence from the primary school/s must be signed by the Principal, or Principals, if there has been more than one primary school.

It is essential to read the notes below and on the next page.

Important Notes:

- If a bi-lingual dictionary is approved, the candidate must bring their own dictionary with them.
- The name and address of the owner may be written on the bi-lingual dictionary, but it should have no other additional marks, notes or writing on it. This will be checked by the invigilator. If there are any other marks on the dictionary it will not be allowed for use in the Entrance Assessment.

- Only the approved bi-lingual dictionary may be used. No other dictionary will be allowed in the Entrance Assessment.
- Those who receive approval for this adjustment will be in a room with other children who have extra time. This will be a smaller group and, where operationally feasible, will have up to 15 children in the room. No one may leave the Assessment Room until 1 hour and 15 minutes is up.
- It is important to note that the child will only receive approval for the use of a bi-lingual dictionary if they meet the evidence requirements listed in the table on Page 22.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Public and Bank Holidays do not count as working days.
- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the Practice Papers provided, before making an Access Arrangements application. These can be found on the official SEAG website. www.seagni.co.uk
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**

Coloured Overlay

Access Arrangements	Specific significant need	Evidence
Coloured Overlay	May be appropriate if a child has: visual or educational difficulties which means that the child has used coloured overlays as his/her normal way of working in primary school.	<u>Evidence provided must include</u> a letter from the child’s primary school signed or countersigned by the Principal to show that this is the child’s Normal Way of Working in school up to the end of Primary 6 to address a visual, medical or educational need(s).

It is essential to read the notes below and on the next page.

Important Notes:

- Coloured overlays must be supplied by the child’s parent/guardian.
- Coloured overlays will **only** be allowed if approval has been given.
- Coloured overlays must not have any markings on them. The exception would be for coloured overlays that double up as reading rulers. In this case one ruled line is permitted on the coloured overlay, but no other markings are acceptable.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged and advised to take time and care when completing your application.
- Access Arrangements applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.

- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements application. These can be found on the official SEAG website.
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**

Electronic Reader Pen

Access Arrangements	Specific significant need	Evidence
<p>Electronic Reader Pen</p>	<p>May be appropriate if a child has: Significant educational difficulties which have resulted in the use of a Reader Pen as a normal way of working in the primary school.</p>	<p>Evidence from the primary school must include: the current Stage on the SEN register with a current PLP/IEP evidencing the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6</p> <p>OR</p> <p>the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6, where provision is being made in school using the Special Educational Needs support system (the Graduated Response Framework). This evidence must show that the child has a specific identified/diagnosed significant or substantive need(s).</p> <p>The primary school evidence must be dated and validated by the Principal's signature.</p> <p>In addition to this, at least one of the following is required:</p> <ul style="list-style-type: none"> • If not specifically mentioned in a current PLP/IEP, a letter from the primary school SENCo/Learning Support Coordinator which indicates that the use of an Electronic Reader Pen is an effective reasonable adjustment used as the Normal Way of Working up to the end of Primary 6, to address an identified or diagnosed specific significant/substantive need(s). • A psychological assessment carried out by a qualified educational psychologist during Key Stage 2. • An assessment of the child's medical requirements by a doctor, medical or other relevant professional. • Existing documentation from the Education Authority literacy service if the child has been referred or received support from this service.

It is essential to read the notes on the next two pages.

Important Notes:

- SEAG does not endorse or recommend any particular make or model of Electronic Reader Pen; whatever model is used must have an examination function with the facility to disable all other functions.
- An Electronic Reader Pen is a handheld device, to be used with headphones which do not disturb others.
- An Examination Reader Pen is preferable; however, if the child usually works in the classroom with an Electronic Reader Pen this may be used in the Entrance Assessment provided that it has an Examination Reader function and all other functions are disabled i.e. thesaurus, dictionary and any software which would impact on the integrity of the Entrance Assessment.
- **Storing and saving are strictly prohibited, prior to and during the Assessment.**
- Pupils approved for the use of this Access Arrangement will be granted up to 25% extra time and will be in a room with other children who will have up to 25% extra time. No one may leave the Assessment Room until the 1 hour and 15 minutes is up.
- Additional time is not cumulative. A pupil cannot receive up to 25% extra time for one need and then an additional 25% for another need. However, if a pupil qualifies for up to 25% extra time, he/she may also be eligible for other Access Arrangements. This will be dependent on the evidence provided in addition to the **Normal Way of Working**.
- Approval will be dependent on the child's **Normal Way of Working** in primary school, in addition to the evidence provided.
- If approval is given, then the child must bring his/her Electronic Reader Pen/Examination Reader Pen to the Assessment Centre and it may be inspected to check that no other functions are enabled.
- It is the responsibility of the parent/guardian to ensure that:
 - the Electronic Reader Pen is fully charged, **and**
 - in the event the pen is password protected, the child knows the password.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**

- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.
- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements application. These can be found on the official SEAG website. www.seagni.co.uk
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**

Enlarged Papers

Access Arrangements	Specific significant need	Evidence
<p>Enlarged Papers These are A3</p>	<p>May be appropriate if a child has: For e.g.</p> <ul style="list-style-type: none"> • severe visual impairment. 	<p>Evidence from the primary school must include: the current Stage on the SEN register with a current PLP/IEP evidencing the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6</p> <p>OR</p> <p>the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6, where provision is being made in school using the Special Educational Needs support system (the Graduated Response Framework). This evidence must show that the child has a specific identified/diagnosed significant or substantive need(s).</p> <p>The primary school evidence must be dated and validated by the Principal's signature.</p> <p>In addition to this, at least one of the following is required:</p> <ul style="list-style-type: none"> • If not specifically mentioned in a current IEP/PLP, a letter from the primary school SENCo/Learning Support Coordinator which indicates that the use of enlarged papers is an effective reasonable adjustment used as the Normal Way of Working up to the end of Primary 6, to address an identified or diagnosed specific significant/substantive need(s). • An assessment of the child's medical requirements by a doctor, medical or other relevant professional.
<p>Enlarged Answer Sheets (A3)</p>	<p>May be appropriate if a child has: For e.g.</p> <ul style="list-style-type: none"> • Visual impairment. 	<p>Evidence as above.</p>

It is essential to read the notes on the next page.

Important Notes:

- For those with a visual impairment it is advised that parents/guardians look at the practice papers in the Resources section of the SEAG website. Take time to look at how the questions are presented in the standard Assessment practice papers. Also look at the answer sheets, particularly the red ink. If you require this to be in black and white only, please specify - this can be done through the 'Other' box on the Access Request section of the Access Arrangements request form online which allows free text.
- Enlarged A3 (non-modified) papers will be provided on **buff coloured paper**, are A3 sized, and a larger desk is provided to accommodate these.
- Whether or not you have applied for enlarged papers, please indicate if you are requesting an enlarged answer sheet.
- If other aids for visually challenged children would assist, please put in a request with evidence for consideration and decision. This can be through the 'Other' box on the Access Request section of the Access Arrangements request form online. This is a free text box.
- If requesting enlarged papers for reasons other than visual impairment, it is essential to provide evidence of this size of paper being used as a **Normal Way of Working** to address a **specific significant/substantive need(s)**.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.
- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements application. These can be found on the official SEAG website. www.seagni.co.uk
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**

Extra Time (to include self-regulation breaks)

Access Arrangements	Specific significant need	Evidence
<p>Extra Time (usually 25%)</p>	<p>May be appropriate if a child has a need to take a break to regulate emotions. Examples include:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD). • Sensory and /or Physical Needs (HI, MSI, PD, VI). • Social, emotional or mental health needs (e.g., ADHD). • Speech Language and Communication needs (SLCN). 	<p>Evidence from the primary school must include: the current Stage on the SEN register with a current PLP evidencing the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6</p> <p>OR</p> <p>the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6, where provision is being made in school using the Special Educational Needs support system (the Graduated Response Framework). This evidence must show that the child has a specific identified/diagnosed significant or substantive need.</p> <p>The primary school evidence must be dated and validated by the Principal's signature.</p> <p>In addition to this, at least one of the following is required:</p> <ul style="list-style-type: none"> • If not specifically mentioned in a current IEP/PLP, a letter from the primary school SENCo/Learning Support Coordinator which indicates that extra time to include self-regulation breaks is an effective reasonable adjustment used as the Normal Way of Working up to the end of Primary 6, to address an identified or diagnosed specific significant/substantive need(s). • A diagnosis from an appropriate medical consultant. • A current letter from CAMHs, or a HCPC registered psychologist, or a psychiatrist, or speech and language therapist. • A letter from the sensory impairment health services. • A current Statement of Special Educational Needs.

It is essential to read the notes on the next two pages.

If approved, this will mean:

- Your child will be placed in a room away from the main Assessment rooms/hall and will be with other children receiving extra time; they may not be with children from their class or even their own primary school.
- The Assessment time will be 1 hour 15 minutes.
- Those approved for Extra Time will be sitting their Assessment with other children who are receiving Extra Time.
- No-one may leave the Assessment room until the 1 hour 15 minutes is up.
- For children who require breaks, these may be taken within the 25% Extra Time; they may need what is commonly referred to by children as a “brain break”.
- The breaks are not scheduled or compulsory. Children may take the break(s) if they feel overwhelmed and need to regulate their emotions.
- A range of silent strategies may be used including EFT, stimming, visualisation, sitting with eyes closed.
- This is quiet, **stay on your seat**, pencils down, very short break to regulate emotions.
- This will usually be in a smaller group setting, and where operationally feasible, with a maximum of 15 pupils in a room.

Important Notes:

- Additional time is not cumulative. A pupil cannot receive up to 25% extra time for one need and then an additional 25% for another need. However, if a pupil qualifies for up to 25% extra time, he/she may also be eligible for other Access Arrangements. This will be dependent on the evidence provided in addition to the **Normal Way of Working**.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**

- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements Applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.
- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements Application. These can be found on the official SEAG website.
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**

Extra Time (without breaks)

Access Arrangements	Specific significant need	Evidence
<p>Extra Time (usually 25%)</p>	<p>May be appropriate if a child has, for example:</p> <ul style="list-style-type: none"> • Learning difficulties • Dyslexia • Processing Speed • Dyspraxia 	<p>Evidence from the primary school must include: the current Stage on the SEN register with a current PLP evidencing the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6</p> <p>OR</p> <p>the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6, where provision is being made in school using the Special Educational Needs support system (the Graduated Response Framework). This evidence must show that the child has a specific identified/diagnosed significant or substantive need(s).</p> <p>The primary school evidence must be dated and validated by the Principal's signature.</p> <p>In addition to this, at least one of the following is required:</p> <ul style="list-style-type: none"> • If not specifically mentioned in a current IEP/PLP, a letter from the primary school SENCo/Learning Support Coordinator which indicates that the use of Extra Time is an effective reasonable adjustment used as the Normal Way of Working up to the end of Primary 6, to address an identified or diagnosed specific significant/substantive need(s). • A diagnostic assessment showing at least two below average standardised scores of 84 or less OR one below average standardised score of 84 or less and one below average standardised score (85-89). The scores must be two from the following: speed of reading and speed of writing; or speed of reading and cognitive processing; or speed of writing and cognitive processing. <p>These may be in a report from:</p>

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| | | <ul style="list-style-type: none"> • a qualified psychologist during Key Stage 2 at the request of the primary school; OR • a privately commissioned psychological assessment carried out by a qualified psychologist during Key Stage 2 with quantitative statistical evidence and a clear diagnosis; OR • a psychological assessment carried out by a qualified psychologist during Key Stage 1 at the request of the primary school and updated information from the primary school; OR • an assessment confirming learning disability during Key Stage 1 or 2 carried out by a specialist teacher qualified to do so; OR • an assessment by currently <u>registered</u> educational professionals who hold the Certificate in Psychometric Testing, Assessment and Access Arrangements; OR • an assessment from currently <u>registered</u> professionals with the British/Irish Psychology Society with HCP number who are qualified to assess children with Special Needs; OR • an assessment from a Qualified SENCo/Learning Support Coordinator (preferably at level 7, the qualification and level/certification must be stated); OR • an assessment from a registered Educational Psychologist with a current HCP number; OR • an assessment from currently <u>registered</u> educational professionals who hold relevant qualifications in Psychometric Testing. |
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It is essential to read the notes below and on the next page.

Important Notes:

- The application must have been made on the grounds that the Extra Time is required to complete the assessment because of the **specific significant/substantive** need(s).
- This adjustment will not be approved if extra time has been put in place solely for the Entrance Assessment and/or any practice tests (see **Normal Way of Working** in the Glossary of Terms, Pages 16-20).

- Practice tests do not count as **Normal Way of Working**. (See Glossary of Terms, Pages 16-20)
- If approved, this adjustment will usually be 1 hour 15 minutes for the actual Entrance Assessment.
- This will usually mean that the child will be in a smaller group setting, and where operationally feasible, with a maximum of 15 pupils in a room.
- Those granted this request will be sitting their Entrance Assessment with other children who are receiving extra time.
- No-one may leave the assessment room until the 1 hour 15 minutes is up.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements Applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.
- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements Application. These can be found on the official SEAG website. www.seagni.co.uk
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**
- The GL Dyslexia Screener is not accepted as a diagnosis when applying for Access Arrangements.
- Additional time is not cumulative. A pupil cannot receive up to 25% extra time for one need and then an additional 25% for another need. However, if a pupil qualifies for up to 25% extra time, he/she may also be eligible for other Access Arrangements. This will be dependent on the evidence provided in addition to the **Normal Way of Working**.

Individual Prompter (for substantive need only)

Access Arrangements	Specific significant need	Evidence
<p>Individual Prompter</p>	<p>May only be appropriate if a child has:</p> <p>A substantial need.</p> <p>A classroom assistant assigned to the child would usually be part of the Normal Way of Working in the classroom.</p>	<p>Evidence from the primary school must include: the current Stage on the SEN register with a current PLP evidencing the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6</p> <p>OR</p> <p>the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6, where provision is being made in school using the Special Educational Needs support system (the Graduated Response Framework). This evidence must show that the child has a specific identified/diagnosed substantive need(s).</p> <p>The primary school evidence must be dated and validated by the Principal's signature.</p> <p><u>In addition, the evidence provided must include:</u></p> <p>A diagnosis from an appropriate medical consultant, or a letter from CAMHs, or a HCPC registered psychologist, or a psychiatrist, or speech and language therapist;</p> <p>OR</p> <p>A letter from the sensory impairment health services;</p> <p>OR</p> <p>A current Statement of Special Educational Needs with the number of hours classroom assistant is assigned.</p>

It is essential to read the notes on the next page.

Important Notes:

- This is an individual who sits with the child during the Entrance Assessment to prompt them to stay on task.
- Only in very exceptional circumstances will an individual prompter be considered; a substantive amount of evidence as listed in the table above will be required.
- Those eligible for this Access Arrangement will be in a room of their own with the invigilator and one other adult who will act as the individual prompter. No other children will be in the room.
- The invigilator and the individual prompter are appointed by SEAG. The child will have an opportunity to meet the individual prompter at the 'Familiarisation Event' prior to the dates of the Entrance Assessment.
- The Assessment Centre reserves the right to ask the parents/guardians to remain close to the Assessment Centre.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements Applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.
- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements Application. These can be found on the official SEAG website.
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**

Medical Needs

If you do not wish to request any adjustments but want the medical condition to be noted for information only, you will still be required to upload evidence before you can submit. Please upload a note in the evidence section, saying, 'For information only – no adjustments requested'.

Access Arrangements	Specific significant need	Evidence
<p>Adjustments related to long-term and/or serious medical needs.</p>	<p>Examples of long-term and/or serious medical conditions:</p> <p>For e.g.</p> <ul style="list-style-type: none"> • Asthma • Cancer • Diabetes • Epilepsy • Heart Condition • Life-threatening allergies 	<p>A medical diagnosis/assessment of the children’s medical requirements by a doctor or other relevant health professional.</p> <p>AND</p> <p>A letter from the primary school indicating the adjustments made as a Normal Way of Working.</p>

It is essential to read the notes below and on the next page.

Important Notes:

- Some medical conditions may not require any adjustments, but parents/guardians should inform SEAG of any long-term or serious medical conditions.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements Applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.

- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements Application. These can be found on the official SEAG website. www.seagni.co.uk
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- If you do not wish to request any adjustments but want the medical condition to be noted for information only, you will still be required to upload evidence before you can submit. Please upload a note in the evidence section, saying, **'For information only – no adjustments requested'**.
- Where possible, operationally feasible adjustments are made to support children with medical need(s).
- The box marked 'Other' allows for free text to give more detail if required.
- This is not to be used for short-term medical conditions, such as colds, etc. at the time of the Assessment. If you feel your child has underperformed due to a short-term medical condition at the time of the Entrance Assessment, this falls under Special Circumstances. (See Glossary of Terms, Pages 16-20)
- It is not to be used for emergency needs, such as breaking an arm, close to or at the time of the Entrance Assessment. This would be addressed under the Emergency Access Procedures. (See Page 51)

Other

Access Arrangements	Specific Significant need(s)	Evidence
<p>This booklet provides guidance on the most common Access Arrangements.</p> <p>If your child has other reasonable adjustments, to address a specific significant/substantive need(s) which forms part of the child's Normal Way of Working, please tick the box named 'Other' and put your request in the free text box which will appear when you tick the 'Other' Box.</p>	<p>Be specific in your request, clearly outlining the adjustment(s) and ensure that your evidence supports and is related to the reasonable adjustment(s) which you are requesting.</p>	<p>The evidence supplied must include verified evidence from the primary school to include:</p> <p>the Normal Way of Working up to the end of P6; the current Stage on SEN register if applicable; a current IEP/PLP if applicable;</p> <p>OR</p> <p>If not specifically mentioned in a current PLP/IEP, a letter from the primary school SENCo/Learning Support Coordinator which indicates that the requested adjustment is an effective reasonable adjustment used as the Normal Way of Working up to the end of Primary 6, to address an identified or diagnosed specific significant/substantive need(s).</p> <p>All above must be validated by the Principal's signature.</p> <p>Any evidence from external agencies must relate to Key Stage 2 and meet the requirements on Page 10.</p>

Physical Support Item – Accessibility Objects

In the context of the SEAG Entrance Assessment, Physical Support Items are **accessibility objects**. These may be referred to as physical support items, accessibility tools, aids or objects (within the framework of Access Arrangements). They are permitted physical items that a candidate **with a Disability or Medical or Special Educational Need(s)** can use during an exam to reduce or remove a "long-term and substantial adverse effect" on their performance.

- The children will be provided with a pencil, an eraser and loose working-out paper.
- **Please note that if a child needs to bring a particular type/shape of pencil to the Assessment Centre, an application for Access Arrangements must be made.**
- They may bring a highlighter and/or a pencil grip.
- **All, and any, other items must be applied for under Access Arrangements and must fall within the Access Arrangements Framework.**

Access Arrangements	Specific significant need	Evidence
<p>Physical Support Item</p>	<p>May be appropriate if a child has:</p> <p>A Disability or Medical or Special Educational Need(s).</p>	<p>Evidence from the primary school must include: the current Stage on the SEN register with a current PLP evidencing the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6</p> <p>OR</p> <p>the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6, where provision is being made in school using the Special Educational Needs support system (the Graduated Response Framework). This evidence must show that the child has a specific identified/diagnosed significant or substantive need.</p> <p>The primary school evidence must be dated and validated by the Principal’s signature.</p> <p>In addition to this, at least one of the following is required:</p> <ul style="list-style-type: none"> • If not specifically mentioned in a current IEP/PLP, a letter from the primary school SENCo/Learning Support Coordinator which indicates that a Physical Support Item is an effective reasonable adjustment used as the Normal Way of Working up to the end of Primary 6, to address an identified or diagnosed specific significant/substantive need.

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| | | <ul style="list-style-type: none"> • A psychological assessment carried out by a qualified psychologist during Key Stage 2 at the request of the primary school. • An assessment of the child’s medical requirements by a doctor, medical or other relevant professional. • A diagnosis from an appropriate medical consultant, or a current letter from CAMHs, or a HCPC registered psychologist, or a psychiatrist, or speech and language therapist. • A letter from the sensory impairment health services. • A current Statement of Special Educational Needs. |
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It is essential to read the notes below.

Important Notes:

- Physical Support Items **must not** present any disruption or distraction to other candidates, either visually or auditory.
- Physical Support Items must receive approval prior to the Entrance Assessment.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements Applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.
- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements Application. These can be found on the official SEAG website. www.seagni.co.uk
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the ‘Description of Need’ box.**

Reading Ruler

Access Arrangements	Specific significant need	Evidence
<p>Reading Ruler <i>Reading ruler must not have any markings on it other than a straight line.</i></p>	<p>May be appropriate if a child has:</p> <p>Visual or educational difficulties which means that the child has used a reading ruler as his/her normal way of working in primary school.</p>	<p><u>Evidence provided must include</u> a letter from the child’s primary school signed or countersigned by the Principal to show that this is the child’s Normal Way of Working in school up to the end of Primary 6.</p>

If granted:

- It is the parent/guardian’s responsibility to ensure that the reading ruler is brought to the Assessment Centre by the child.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements Applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.
- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements Application. These can be found on the official SEAG website. www.seagni.co.uk
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the ‘Description of Need’ box.**

Scribe

Access Arrangements	Specific significant need	Evidence
<p>Scribe (only approved for substantive needs)</p>	<p>May be appropriate if a child has, for example:</p> <ul style="list-style-type: none"> • A physical disability • Developmental disorder • Dysgraphia <p>The provision of a scribe should reflect the child's Normal Way of Working in the primary school.</p>	<p>Evidence from the primary school must include: the current Stage on the SEN register with a current PLP/IEP evidencing the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6</p> <p>OR</p> <p>the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6, where provision is being made in school using the Special Educational Needs support system (the Graduated Response Framework). This evidence must show that the child has a specific identified/diagnosed significant or substantive need.</p> <p>The primary school evidence must be dated and validated by the Principal's signature.</p> <p>In addition to this, at least one of the following is required:</p> <ul style="list-style-type: none"> • If not specifically mentioned in a current IEP/PLP, a letter from the primary school SENCo/Learning Support Coordinator which indicates that a scribe is an effective reasonable adjustment used as the Normal Way of Working up to the end of Primary 6, to address an identified or diagnosed specific significant/substantive need. • A psychological assessment carried out by a qualified psychologist during Key Stage 2 at the request of the primary school. • A privately commissioned psychological assessment carried out by a qualified psychologist during Key Stage 2 with quantitative statistical evidence and a clear diagnosis. • An assessment of the child's medical requirements by a doctor, medical or other relevant professional. • A medical diagnosis of dysgraphia.

It is essential to read the notes on the next two pages.

Important Notes:

- It is important to note that the SEAG Entrance Assessment requires minimal amounts of writing for a small number of questions, usually no more than 1-to-6-word answers. Most of the answers are multiple choice, requiring the selection of a letter or number on an answer sheet.
- A scribe is a responsible adult who records a child's dictated answers to the questions.
- A scribe must be a responsible adult who is acceptable to the Head of the Assessment Centre, appointed by SEAG.
- The scribe is there to write what the child says.
- The scribe can change what they have written, but only if the child asks the scribe.
- If there are problems communicating, the scribe must tell the invigilator.
- The scribe cannot:
 - give the child any help with answers;
 - suggest when an answer is finished;
 - tell the child which questions to choose;
 - tell the child when to move on to the next question; **and**
 - or tell the child which questions to do first.
- The scribe can read back what the child has written, but only if the child asks the scribe.
- A scribe is not an assistant, prompter or a reader.
- The child will be placed in a room with the invigilator and a scribe. No other children will be in the room.
- If approved, this adjustment will usually be 1 hour 15 minutes for the actual Entrance Assessment.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**

- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged and advised to take time and care when completing your application.
- Access Arrangements Applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.
- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements Application. These can be found on the official SEAG website.
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**
- Additional time is not cumulative. A pupil cannot receive up to 25% extra time for one need and then an additional 25% for another need. However, if a pupil qualifies for up to 25% extra time, he/she may also be eligible for other Access Arrangements. This will be dependent on the evidence provided in addition to the **Normal Way of Working.**

Sign Language Interpreter

Access Arrangements	Specific significant need	Evidence
<p>Sign Language Interpreter</p> <p>A Sign Language Interpreter will present the questions without changing the meaning, adding any additional information or providing an explanation as to what the question requires of the child.</p>	<p>May be appropriate if a child has:</p> <p>A medical diagnosis of severe hearing difficulties which cannot be improved by other audio devices.</p>	<p>Evidence from the primary school to include the Normal Way of Working up to the end of P6; the current Stage on SEN register if applicable; a current PLP/IEP if applicable; all validated by the Principal's signature;</p> <p>and</p> <p>An assessment of the child's medical requirements by a doctor, medical or other relevant professional.</p>

Important Notes:

- The Sign Language Interpreter must be appointed and approved by SEAG.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday 18th May 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- You are advised to submit your completed application for Access Arrangements as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements Applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**

Smaller Group Invigilation (without extra time)

Access Arrangements	Specific significant need	Evidence
<p>Smaller Group Invigilation (without extra time)</p>	<p>May be appropriate if a child has: A severe medical, either physical or mental health, need which indicates that the child cannot be in larger group of children. Appropriate diagnosed evidence of substantive/significant specific need or an impairment which has a substantial and long-term adverse effect giving rise to persistent and significant difficulties.</p>	<p>Evidence from the primary school must include: the current Stage on the SEN register with a current PLP/ IEP evidencing the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6</p> <p>OR</p> <p>the reasonable adjustments in place as a Normal Way of Working up to the end of Primary 6, where provision is being made in school using the Special Educational Needs support system (the Graduated Response Framework). This evidence must show that the child has a specific identified/diagnosed significant or substantive need.</p> <p>The primary school evidence must be dated and validated by the Principal's signature.</p> <p>In addition to this, at least one of the following is required:</p> <ul style="list-style-type: none"> • If not specifically mentioned in a current PLP/IEP, a letter from the primary school SENCo/Learning Support Coordinator which indicates that a small group invigilation setting without Extra Time is an effective reasonable adjustment. • A diagnosis from an appropriate medical consultant, or a current letter from CAMHs, or a psychiatrist. • A letter from the sensory impairment health services. • A current Statement of Special Educational Needs.

It is essential to read the notes on the next page.

Important Notes:

- This is a room with fewer children present, who are not eligible for extra time or where extra time would not be appropriate.
- Where operationally feasible, this will be a maximum of 15 candidates.
- This adjustment needs substantive evidence.
- This is not to be confused with children who have been granted extra time and will be placed together away from the main Assessment rooms/hall.
- Only in very exceptional circumstances will individual invigilation be considered, and a substantive amount of evidence would be needed to support a specific **significant/substantive** need(s).
- This is **not** individual invigilation.
- It is essential to note that you cannot add requests once you submit your Access Arrangements Application.
- Registration and applications for Access Arrangements open on Monday May 18th 2026; **the closing date is 11:59pm on Friday 18th September 2026.**
- You are advised to get your completed Access Arrangements application submitted as soon as possible. You are encouraged to take time and care when completing your application.
- Access Arrangements Applications will usually be processed and decisions communicated within 20 working days from the date of application. A working day is counted to 4:30pm. Weekends, Public and Bank Holidays do not count as working days.
- Applicants may find it helpful to look at the Specifications for the SEAG Entrance Assessment and the practice papers provided, before making an Access Arrangements Application. These can be found on the official SEAG website.
- If you are submitting sensitive documents requiring a password, **it is your responsibility to put the password in the 'Description of Need' box.**

Emergency Access Arrangements

Access Arrangements	Specific significant need	Evidence
Emergency Access Arrangements	This is for children who have received an injury or temporary impairment which may require a temporary access arrangement to be put in place for the day(s) of the Entrance Assessment.	<ul style="list-style-type: none"> • Contemporaneous medical evidence related to each of the assessments for which you are making the request for an adjustment; <li style="text-align: center;">AND • Primary school letter indicating the reasonable adjustments found to be appropriate to support the child of temporary injury/impairment, signed by the Principal.

Important Notes:

- The Emergency Access Arrangements application process will come under the emergency procedures, and the application form online will become available a few weeks before the date of the first test.

- Emergency Access Arrangements cannot be taken through the usual Access Arrangements Application procedures.