

Guide for schools to assist students with disability to access NAPLAN



2022

This guide provides an overview of the process that teachers, in consultation with parents and carers, may use to assist students with disability to access online NAPLAN tests.

Disability adjustments should be determined on a case-by-case basis by a school, together with a parent/carer, student, and where appropriate, a relevant [test administration authority](#) (TAA), in line with the [NAPLAN national protocols for test administration – online](#) (the protocols). Information for principals is given in the *NAPLAN handbook for principals and coordinators – online*, provided by the TAA.

Accessing online NAPLAN tests

[Public demonstration tests](#) (the demonstration tests) are available on the NAP website to assist students to become familiar with the types of questions and related functionalities available in online NAPLAN tests.

A student with disability should undertake the demonstration tests at their school, using the device they are familiar with, to determine whether they can access the platform and which disability adjustment codes (DACs) could support their participation. All test items are keyboard accessible.

Teachers should check if students can access all test key features, including zoom, audio, navigation and numeracy tools. This will also help determine what accessibility adjustments are required.

Where possible, the demonstration tests should be accessed through the locked-down browser (LDB). The LDB provides a secure environment for students to participate in NAPLAN tests and regulates access to system functions, preventing unauthorised applications during the assessment. Certain adjustments, such as some types of assistive technology and colour contrast modifications, may be incompatible with the LDB. In this instance, schools will need to consider giving students access to an unsecured browser.

Students with disability should use assistive technology or device settings they are familiar with. This is especially true for students with vision impairments, who may prefer to use a magnifier rather than the platform's zoom tool.

Not all disability adjustments available in the platform in 2022 will meet the needs of every student with disability. Where a student with disability cannot access NAPLAN online, alternative format paper tests (such as large print, black and white or braille on paper, or electronic tests) can be provided on application to the TAA.

ACARA has developed a series of [disability adjustments scenarios](#) demonstrating the application of disability adjustments permitted in the NAPLAN tests. These scenarios were developed to support schools in their assessment of students' eligibility for adjustments.

ACARA has also produced a [series of videos](#) which demonstrate some of the adjustments available. The videos also explore the experiences students, teachers and parents have had using the adjustments. These videos may help schools as they work with students and their families to determine which adjustments might be appropriate.

Disability adjustment codes

While universal design principles are used to create items, some alternative items are required to enhance accessibility. Disability adjustment codes (DACs) show what adjustments a student requires for a test. For example, where the DAC for audio alternative items (AIA) is applied, audio spelling items are automatically replaced with non-audio versions.

Where possible, the platform will automatically provide online adjustments to students, based on the DAC(s) the school entered into the platform before students sit NAPLAN online. Test administrators should note that a rest break (RBK) is to be taken at the request of the student with disability, as the platform does not provide rest breaks automatically.

A school's NAPLAN coordinator is responsible for ensuring the correct DAC(s) are entered against each eligible student's test(s) prior to the start of NAPLAN. All school staff involved in NAPLAN administration and supervision should be aware of the protocols that apply to each of the adjustments.

If a student is sitting an alternative format test in an online school (for example, black and white, large print, or braille), a relevant DAC needs to be entered into the platform so that there is a record of the student sitting the alternative format test.

Information about disability adjustment codes is given in the *NAPLAN handbook for principals and coordinators – online*, provided by the TAA.

Using a physical calculator for online NAPLAN tests

The Year 7 and 9 numeracy tests have a calculator-allowed and a calculator not-allowed section. During the calculator-allowed part of the numeracy test, students with disability who cannot access the NAPLAN online calculator may use their usual physical calculator. To see whether using a physical calculator is necessary, have the student access the numeracy demonstration test for their year level.

If the student is able to use the online calculator during the demonstration test, no further action needs to be taken. If the student cannot access the online calculator due to the nature of their disability, the student is permitted to use their usual physical calculator during the calculator-allowed part of the numeracy test.

The student who uses a physical calculator must be provided with extra test supervision. The NAPLAN coordinator / school principal and the teacher should discuss the additional supervision requirements and document the decision made.

Determining if students with disability require adjustments

Every student has different needs, and disability adjustments must be determined on a case-by-case basis. A student may require access to more than one adjustment in any test, and adjustments for a given student may vary for different tests.

Where possible, the demonstration tests should be accessed with the LDB in place (this may require technical support at a school for installation).

Students should have access to their usual device and system settings used for computer-based classroom assessments, and any assistive technology as permitted by the TAA. Students should also have access to their

usual standard non-educational facilities and furniture, as well as assistive mice, keyboards and switches, where these are compatible with the test construct.

Where a student requires audio or visual alternative items, including colour themes, the platform will automatically provide an accessible item, based on a corresponding DAC. Disability adjustments must be provided in accordance with the protocols.

Process for determining if students with disability require adjustments

