

Guide for schools to assist students with disability to access NAPLAN



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

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

Accessing online NAPLAN tests

[Public demonstration tests](#) (the demonstration tests) are available on the NAP website to help 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 school. They should use 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 that 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 NAP locked-down browser. The NAP locked-down browser provides a secure environment for students to participate in NAPLAN tests and regulates access to system functions, preventing the use of other applications during the assessment. Certain adjustments, such as some types of assistive technology and colour contrast modifications, may be incompatible with the NAP locked-down browser. In this instance, consider requesting approval from the TAA for students to access 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 currently available in the platform 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](#) that demonstrate some of the adjustments available. The videos also explore the experiences students, teachers and parents/carers 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

Disability adjustment codes (DACs) reflect the adjustment(s) a student requires for a test. 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.

While universal design principles are used to create items, some alternative items are required to enhance accessibility. For example, when 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) entered into the platform. 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.

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 (for example, 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 adjustments codes is given in the *NAPLAN operations handbook* provided by the TAA.

Using a physical calculator for online NAPLAN tests

The Years 7 and 9 numeracy tests have a calculator-allowed section and a non-calculator 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.

A student who uses a physical calculator must be provided with extra test supervision. The NAPLAN coordinator or 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 requirements, 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 NAP locked-down browser 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 the test format to be used by a student with disability

