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**International mathematics tests and pupils with special educational needs.**

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Summary: In this article, the author examines the accessibility for learners with special educational needs of some of the mathematics questions from tests used in the 2003 cycle of two international surveys. Aspects of the language and layout of the questions are considered in relation to the principles of universal design as these are being formulated in the context of test development. Some potential barriers to the inclusion of pupils with special educational needs are identified and possible alternative wording and presentation of the questions are suggested. The author closes her article with a discussion of the way in which some of the principles of universal design might inform the development of more inclusive tests for the future.

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