



## Application for Equitable Access Adjustments (Special Examination Arrangements) ATAR course examinations 2023

Candidates with a disability, illness or impairment are eligible to access appropriate, fair and reasonable alternative arrangements when it can be demonstrated that the condition prevents access to an assessment under standard conditions. There will be reasonable limits in determining the exact nature of those arrangements. Equitable access adjustments (special examination arrangements) offer practical support to candidates through adjustments to standard conditions. Applications can be made for the **written** and/or **practical** examinations. Application forms must be completed by the **school**, with supporting information supplied by external consultants where relevant. Each application is considered individually, with the decision based on the nature of each examination and how the candidate's disability, illness or impairment will prevent access to that examination.

The School Curriculum and Standards Authority (the Authority) will notify the school of the decision through the Authority's student information record system (SIRS) and the student through the student portal. The case coordinator will need access to SIRS. It is the school's responsibility to discuss the decision with the student.

This application has seven sections:

- Section A Student details – to be completed by the student
- Section B Provisions requested – to be completed by the school in consultation with the student
- Section C School case coordination – to be completed by the student and the school
- Section D Student's declaration and principal's declaration – to be completed by the school representative and student
- Section E Supporting information – relevant sections to be completed by the school, health professionals
- Section F Essays – to be completed by the student (if applicable)
- Section G General information about equitable access adjustments (insert) – to be kept by the school

Applications (complete with all supporting documentation) are due by **30 March 2023**. (Applications for alternative format **practical** examinations may be received until **26 July 2023**.) Address to **Confidential – Attention Special Provisions**, School Curriculum and Standards Authority, PO Box 816, Cannington WA 6987. After the start of Term 3, **only** emergency applications can be considered, such as for candidates who have an accident just prior to the examinations. Adjustments for late applications will be made if time permits. **Before** completing this form, refer to relevant documents on the Authority website (<https://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions>).

### Section A – Student details

WA student number:

Date of birth:

Family name: \_\_\_\_\_ Given name: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Email: \_\_\_\_\_ Home phone number: \_\_\_\_\_

Mark **ONLY** those courses for which a request is made (place an 'X' in the adjacent column).

Course	'X'	Course	'X'	Course	'X'
Aboriginal and Intercultural Studies		Economics		Mathematics Applications	
Accounting and Finance		Engineering Studies		Mathematics Methods	
Ancient History		English		Mathematics Specialist	
Animal Production Systems		English as an Additional Lang/Dialect		Media Production and Analysis	
Applied Information Technology		Food Science and Technology		Modern History	
Aviation		French: Second Language		Music	
Biology		Geography		Outdoor Education	
Business Management & Enterprise		German: Second Language		Philosophy and Ethics	
Career and Enterprise		Health Studies		Physical Education Studies	
Chemistry		Human Biology		Physics	
Children, Family and Community		Indonesian: Second Language		Plant Production Systems	
Chinese: Second Language		Integrated Science		Politics and Law	
Computer Science		Italian: Second Language		Psychology	
Dance		Japanese: Second Language		Religion and Life	
Design		Literature		Visual Arts	
Drama		Marine and Maritime Studies		Other Languages:	
Earth & Environmental Science		Materials Design and Technology		Specify	

### Reason for application

ADHD	Specific learning disorder
Illness (e.g. chronic fatigue syndrome, diabetes)	Psychological (e.g. autism, OCD, psychiatric conditions)
Fine motor disability (e.g. handwriting difficulties)	Hearing loss
Physical disability (e.g. cerebral palsy, muscular dystrophy)	Vision impairment (including colour blindness)

**Section B – Provisions requested** Refer to Section G **before** completion (to be completed **only** by the school, in consultation with the student)

**Provisions for written examinations**

Indicate with a tick (✓) the provisions requested for **written** examinations. All requests **must** be supported by relevant evidence, relate to the correct category of disability **and** comply with the Authority's *Equitable Access to Assessment Policy*. This list does not include all provisions possible or available to students.

**Venue preference** – if granted rest breaks, extra working time, discretionary time or computer

There will be limits to the implementation of preference at the same venue as the cohort, depending on the facilities available and nature of the examination. Mathematics examinations will be in an alternative room, examinations with a sound component or where there is a very low number of candidates will remain in the same room as the cohort.

- alternative room to cohort – specify exams \_\_\_\_\_
- special examination centre – specify exams \_\_\_\_\_

**Learning disorder provisions** – complete the relevant template/s

**Only for students with diagnosed learning disorders in reading (dyslexia), written expression or mathematics (dyscalculia)**

- extra working time – specify exams \_\_\_\_\_
- scribe (includes extra time to compensate for the dictation process) – specify exams \_\_\_\_\_
- personal computer – specify exams \_\_\_\_\_
- C-Pen exam reader – specify exams \_\_\_\_\_

**Medical provisions** – complete the relevant template/s

**Includes students with ADHD, illness, psychological (including autism), language disorder, physical disability or fine motor disabilities (including DCD, motor dysgraphia)**

- rest breaks (for fatigue, pain, anxiety/attention related conditions, toilet breaks or medical treatment)
- extra working time – specify exams \_\_\_\_\_
- discretionary time (combined work and rest) – specify exams \_\_\_\_\_
- scribe (includes extra time for dictation) – specify exams \_\_\_\_\_
- personal computer – specify exams \_\_\_\_\_
- diabetic provisions – bite-size food/drink
- diabetic provisions – manual blood testing (includes up to 5 minutes rest time to check blood sugar)
- diabetic provisions – continuous glucose monitoring (CGM) – specify type \_\_\_\_\_
- medication
- special furniture – tick (✓): standing desk  slope board  ergonomic chair  footrest  other (specify)  \_\_\_\_\_
- cushion
- special equipment – tick (✓): heat/cold pack  gloves  hand/arm splint  handtowel  other (specify)  \_\_\_\_\_
- out-of-order seating – tick (✓): front row  back row  near door  near window  other (specify)  \_\_\_\_\_
- home/hospital supervision (attach address details)
- modified paper requirement (based on physical disability) – specify \_\_\_\_\_
- other \_\_\_\_\_ – specify exams \_\_\_\_\_

**Hearing provisions** – complete the relevant template/s

- extra reading time
- extra working time
- headphones
- individual audio recording
- written instructions
- oral/sign interpreter – tick one (✓): oral  sign
- seating at front
- separate supervision
- other \_\_\_\_\_ – specify exams \_\_\_\_\_

**Vision provisions** – complete the relevant template/s

- alternative Geography broadsheet – specify (✓): crosshatching of relevant sections  or black and white version
- magnification aids (hand held or other) – specify \_\_\_\_\_
- extra reading time
- rest breaks
- extra working time
- use of highlighter during reading time
- assistance with reading/writing (circle need) – specify exams \_\_\_\_\_
- specialist vision supervision
- coloured paper – specify colour \_\_\_\_\_ (standard colours are: green, blue, yellow, pink, or cream)
- large print – specify: font size \_\_\_\_\_ font style \_\_\_\_\_ on paper size – tick one (✓): A4  or A3
- A3 enlargement
- braille papers
- braille computer, computer with screen reading software)
- modified paper requirement (based on vision impairment) – details on template to be provided by SVE visiting teacher

**Other provisions or provisions for practical examinations**

If you wish to apply for provisions not listed above, or for special arrangements during the **practical** component of an examination, list below or attach details separately if insufficient space. If applying for an alternative format practical examination in Physical Education Studies, specify the **chosen sport** of the candidate.


**Section C – School case coordination** (to be completed by the **Case coordinator**)

Student name: \_\_\_\_\_

**School provisions**

Is the student **currently** using special examination provisions in tests or examinations? YES  NO

If so, what are they, for which courses are they used and how do these assist the student? Note: this application must establish the need for adjustments in **each course** applied for.

Adjustment used	Course Code	Benefit

**Targeted intervention history**

Summarise the remediation/intervention strategies used to address the problems encountered by the student following diagnosis. Detail the impact of the remediation provided and specify which accommodation strategies have assisted with reasonable access to the examination for the student. For most conditions, you should demonstrate **at least six months targeted intervention (remediation)**.

**Diagnosis:** \_\_\_\_\_

**Date of diagnosis:** \_\_\_\_\_

**Diagnosed by:** \_\_\_\_\_

**Intervention** Detail remediation and accommodation strategies adopted by the school or others as a result of the diagnosis. For mental illnesses, this includes counselling.

Remediation	Accommodations/adjustments

**Outcomes achieved** Detail the improvements achieved as a result of the strategies (both remediation and accommodations) adopted in response to the diagnosis. Ensure this covers **all courses** requested in this application.


**Any other support the school currently offers** If no previous assistance has been provided, indicate why this is so, e.g. new student, recent diagnosis, difficulties have not been raised, student has refused assistance etc.

**Name of case coordinator:** \_\_\_\_\_ **Phone number:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Restrictions to availability:** \_\_\_\_\_

**Email contact details:** \_\_\_\_\_

**Section C – Student comment** (to be completed by the student)

Student name: \_\_\_\_\_

List all ATAR courses studied and indicate if assistance was/is provided.

ATAR Courses	Year 11 Class mark	Year 11 Exam mark	Final Year 11 grade	Estimated Semester 1 Year 12 grade	Was/Is assistance provided?
_____	_____	_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	_____	_____	<input type="checkbox"/>

**Student’s comments** (Student to complete this section in **handwriting** at school)

In the space provided, describe in your own words **how** your disability affects you in examinations and timed assessments, and how the special examination arrangements you are requesting will assist you in the **ATAR course examinations**.

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\_\_\_\_\_

**Previous special examination arrangements application**

Year of application \_\_\_\_\_

Provide a copy of the **Notification of approved or declined special examination arrangements** (In some circumstances, resubmission of supporting evidence may not be needed. Phone Principal Consultant – Special Provisions on 9273 6316 for guidance.)

**Section D – Student and principal declaration** (to be completed by the student and the school principal/delegate)

**Student’s declaration**

In signing this form,

- I declare that all information in this application is true and any supporting information submitted in association with this application has not been altered.
- I authorise the Authority to access additional information relevant to this application.
- I give the Authority permission to contact the author of any report I have submitted, if there is need to clarify any details contained.

**Student’s signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal’s (or delegate’s) declaration**

- I submit this application for special examination arrangements and have checked that all details are correct and the application complete.
- I believe the provisions requested are fair and reasonable to compensate for the student’s disability without providing advantage.

**Principal’s signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Section E – Supporting information** – templates for collection of supporting information from health professionals  
(to be compiled by the school)

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Go to <https://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions> for all templates required below.

**Fine Motor Disorders** – or other conditions affecting writing ability

Modified paper requirements

**Health Impairments** – or other medical conditions needing adjustments, including ADHD, diabetes

**Hearing Loss**

**Physical Disability** – or other disorders affecting physical access to the examination

**Psychological and mental health** – or other disorders such as Autism, psychiatric conditions, clinical anxiety/depression

**Specific Learning Disorders** – or other conditions affecting reading or written expression, including Language Disorder (assessment by a registered psychologist, speech pathologist as relevant):

Psychometric results template

PAT-R results template

**Vision Impairment**

Modified paper requirements template

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**Section F – Essays** – for any condition impacting on essay writing efficiency  
(to be completed by the student at school)

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All students requesting extra working time, discretionary time, a scribe, or a personal computer on the basis of any impairment are to complete **two** essays under examination conditions. In addition, students applying for a personal computer are to complete one 30-minute typed essay and students applying for the use of a scribe are to complete one 35-minute scribed essay. All essays must include the completed cover sheet of the correct colour and provide an **accurate** word count (not an estimate.) Unsuitable essays or those with partially completed cover sheets may be returned or replacements requested.

**To obtain essay topics**, phone **9273 6307**, specifying whether you are applying for your student to be considered for extra working/discretionary time or a computer/scribe. Allow ten days for delivery of the topics. If downloading from the link, cover sheets must be printed double sided on the colour specified.

**Essay one** is handwritten under controlled conditions, using the topic provided by the Authority. Strictly five minutes reading time and 35 minutes writing time are to be provided. The candidate is to change ink colour after working for 30 minutes. No other special arrangements are to be used. Complete the **blue** cover sheet and attach to the completed essay.

**Essay two** is a photocopy of one essay (usually handwritten) from an assessment that the student has completed in Year 12 as a class test. The genre chosen must be in essay format and be comparable to an extended response required in an examination. Special arrangements may be used. The essay must be marked with comments by the teacher and grading indicated. Essay details (including topic, time taken, number of words written, date, special arrangements used) are to be recorded on the coloured cover sheet. Short answer tasks or those requiring lengthy pre-reading during the allocated working time are **not** suitable. Complete the **pink** cover sheet and attach to the marked essay. **Do not** submit a full examination or an essay where the topic is given in advance.

A **typed or scribed essay** is required (in addition to the handwritten essays) if a candidate is applying for the use of a computer or scribe. The topic will be provided by the Authority and strictly five minutes reading time and 30 minutes typing time are to be allowed (for a scribed essay 35 minutes scribing time is allowed). The computer is to have spelling and grammar checks disabled. No other special arrangements (e.g. extra time) are to be used. Complete the **green** cover sheet and attach to the completed essay.

If coloured paper is being requested, all essays **must** be completed on paper of that same colour.

Insert all essays at this page.

Essay one (controlled conditions)  
*Blue cover page*

Essay two (special conditions)  
*Pink cover page*

Typed or scribed essay  
*Green cover page*

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## Checklist of documents submitted with this application

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**Before submitting this application, please check that you have completed the following:**

- Application form
- School case coordination information
- Case coordinator details
- Handwritten student comment
- Student declaration
- Principal's (or delegate's) declaration
- Supporting information – health professional templates as relevant for the condition
- Psychometric results for all SLD applications
- PAT-R results for all reading disorders
- Modified paper requirements, including samples (if relevant)
- Essays – Essay One  Essay Two  Typed/scribed Essay

**Do not submit partial applications.**

If there is a problem obtaining all necessary information, please contact the special provisions team on 9273 6316 or 9273 6327.

Submit completed application, including all supporting information to:

**Confidential – Attention Special Provisions  
School Curriculum and Standards Authority  
PO Box 816  
CANNINGTON WA 6987**

Applications being submitted after the March due date may email the application, on approval from the special provisions team on 9273 6316 or 9273 6327.

Applications for alternative format practical examination being submitted by the July date should be emailed to [specialprovs@scsa.wa.edu.au](mailto:specialprovs@scsa.wa.edu.au)

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## Additional information to assist with this application

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Additional information to assist in the preparation of the application form can be found in the 'Special Provisions' section of the Authority website:

<https://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions>

Documents of particular assistance will be:

*Equitable Access to Assessment Policy*

*Schools guide to special provisions in the ATAR course examinations – information for case coordinators*

*Equitable Access Adjustments (special examination arrangements) for mental health conditions*

*Equitable Access Adjustments (special examination arrangements) in the ATAR course examinations – information for candidates*

*Information for Health Professionals and Evidence Templates*

*Psychometric results template*

*PAT-R results template*

*Modified paper requirements template*

*Special format practical examinations for candidates with long-term injury or illness*

### Important Dates – 2023

February 2023	Application forms available – hard copy or interactive.
30 March 2023	Due date for standard applications.
May/June 2023	Schools advised of the outcome of their applications. Students have access to the outcome via the Student Portal.
8 August 2023	No further changes to approved examination arrangements.
5 September 2023	Students can access their <i>Personalised examination timetables</i> .
7 September 2023	No changes to examination venues.

## Section G – General information about equitable access adjustments in 2023 (Please keep)

Special examination arrangements may be considered for candidates with a permanent or temporary disability. The following is intended as a guide to schools in their case management of these students. These guidelines acknowledge that a student with an existing physical, medical, sensory, neurological or psychological condition may need special examination arrangements to access an examination to a reasonable level to demonstrate their knowledge, understanding and skills within certain courses. Special arrangements are not provided to maximise a candidate's performance or provide advantage over other candidates. The School Curriculum and Standards Authority (the Authority) does **not** automatically adopt a medical/psychological provider's advice or replicate the special arrangements that the school may have used for school-based assessment. When approving special arrangements, the Authority will consider the demonstrated functional impact of the disability and how it impairs the candidate accessing the particular examinations being sat. The onus is on the school to demonstrate the need for adjustments for each examination requested.

**Before** implementing any special arrangements, refer to further information regarding special examination arrangements on the Authority website at <https://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions>. More specific enquiries can be directed to the Principal Consultant – Special Provisions on 9273 6316. All communication with the Authority regarding an application will be through the school's nominated case coordinator.

### Venue for special arrangements

Candidates granted rest breaks, extra working time, discretionary time or computer must indicate their venue preference on page 2 to sit their examinations at the same venue as their cohort, or attend a designated special examination centre. There will be limits to the implementation of their preference at the same venue as their cohort, depending on the facilities available and nature of the examination. This will particularly apply for mathematics examinations, examinations with a sound component or where there is a very low number of candidates.

### Assistance for medical conditions

An application for adjustments based on severe health impairment or significant physical disability needs to be substantiated with current evidence from a relevant independent professional as detailed below. Evidence submitted will not be returned. The severity of the impairment and its demonstrated functional impact in the examination situation will be considered when determining a suitable level of adjustment. The listed possible arrangements are a guide only, and support should be trialled **commencing at the lowest level**.

Possible difficulty/impairment in examination		Possible provisions available	Minimum documentation*
ADHD	Concentration, organisation and planning difficulties	Rest breaks, permission to take medication	Specialist medical report School case management comments
Autism spectrum disorder	Concentration difficulties, anxiety preventing performance in a group situation (must demonstrate current functional impact)	Specified seating, rest breaks, extra working time (if justified), separate supervision	Specialist medical report Learning disorder evidence (if seeking extra working time) School case management comments*
Back injury	Discomfort/pain, difficulty with prolonged sitting	Special furniture, cushion, seating at back, permission to move, permission to take medication, rest breaks	Current medical report School case management comments
Chronic fatigue syndrome (including post-viral syndrome, glandular fever)	Tiredness/inability to concentrate due to illness	Rest breaks, permission to take medication, food/drink	Current medical report School case management comments
Diabetes	Need to maintain blood sugar levels	Food/drink, glucose monitoring, permission to take medication, rest breaks, discretionary time	Current medical report School case management comments
Hand/arm injury	Difficulty writing, pain, excessive fatigue with writing	Rest breaks, extra working time, scribe, computer	Current medical and/or OT or Physiotherapy report School case management comments*
Head injury – severe (sustained within the last two years)	Mental processing difficulty	Rest breaks, extra working time, permission to take medication	Specialist medical report School case management comments*
Head injury – severe (sustained more than two years ago)	Covered by learning disorder arrangements		
Obsessive-compulsive disorder/severe depression	Difficulty with cognition/concentration	Rest breaks, extra working time (if justified)	Specialist medical report School case management comments*
Pregnancy	In hospital for birth, difficulty with prolonged sitting	Toilet breaks, food/drink, special chair, permission to move, rest/feeding breaks, home/hospital supervision	Current medical report giving expected date of delivery
Psychological/clinical anxiety	Concentration difficulty, anxiety preventing performance in a group situation	Rest breaks, specified seating near window/door, permission to take medication, separate supervision	Specialist medical report School case management comments
Significant physical disability	Paraplegia, Muscular Dystrophy, Cerebral Palsy etc.	Special furniture, rest breaks, extra working time, separate supervision, toilet breaks, scribe/computer, modified format papers	Specialist medical report OT report School case management comments*
Long-term injury or illness existing at start of Term 3†	Preventing participation in a standard practical performance examination	Alternative format practical examination	Current medical report

\* If the application is for extra working time, a scribe or a computer, students will be required to submit essays as required for a learning disorder (see page 7)

† Note: these candidates do not have access to sickness/misadventure approval (see *Year 12 Information Handbooks* and *11to12 Circular* for details).

**Assistance for specific learning disorders**

For the purpose of granting special examination arrangements, the following definition of learning disorder is used.

*Students with a learning disorder will have reading, written expression or mathematics skills significantly below expectation in relation to their present year level. Evidence of a processing impairment, frequently phonological in nature, will be present. Learning disabilities are presumed to be intrinsic to the individual and long term, with the student failing to respond as expected to evidence-based targeted intervention. A psychologist has determined that these difficulties are not considered to be the direct result of intellectual disability, physical disability, sensory impairment, or a primary emotional difficulty. Neither do they appear to derive directly from inadequate environmental influences, or from the lack of an appropriate educational experience.*

Candidates with a specific learning disorder are required to provide the results and analysis of standardised assessments conducted by a registered psychologist. Psychologists should make a professional judgement on the tools to be used to assist in the diagnosis and assessment of a student's learning disorder. The following, however, are the assessments recommended:

- *Cognitive ability* – WISC V, WJ III/IV or WAIS IV
- *Phonological processing* – CTOPP
- *Standardised academic achievement assessments* in reading and/or writing (with Australian norms)
- Note: other tools may also be appropriate for analysing learning disabilities. Results must be fully explained.

If a student is applying on the basis of a reading disability, the Progressive Achievement Test in Reading (PAT-R) Comprehension 4<sup>th</sup> edition (ACER Press, 2008) must be administered **by the school** in the year of application. Refer to the Authority website for additional information to assist in the preparation of applications for students with learning disorders.

**Assistance for vision impairment**

Candidates with severe vision impairment may be granted a supervisor who can assist with the conduct of the examination, including an oral reading of small sections of the paper if needed. Extra reading time, working time and/or rest breaks and the use of magnification aids are arrangements that may be granted, depending on the severity and demonstrated impact of the impairment.

**Assistance for hearing loss**

Candidates with severe hearing loss may be granted a supervisor who can answer questions relating to organisational matters or assist with vocabulary (oral/sign interpreter) during reading time. Supervisor's oral instructions can be provided in writing. Other special examination arrangements may be granted after consideration of the severity and demonstrated impact of the hearing loss.

**Details of arrangements provided**

1. **Extra reading time** is usually granted only for candidates who have a severe vision impairment or hearing loss. The amount of extra time given will depend on the degree of impairment and the nature of the course, to a maximum of ten minutes.
2. **Rest breaks** may be granted for candidates who are unable to sustain a sitting position or work uninterrupted for long periods. This could allow candidates to receive medical treatment, rest, stretch injured backs, re-focus on the examination and so on. Rest time is calculated at the rate of five minutes per half hour of examination time up to a maximum of 25 minutes and can be taken at the candidate's discretion, usually in blocks of no more than 10 minutes.
3. **Extra working time** may be granted for a candidate to complete the examination. In general, a maximum of 30 minutes for a three hour examination (or the pro rata equivalent for shorter examinations) is granted except for candidates with severe vision impairment or severe multiple physical disabilities who may receive a further allowance of working time.
4. **Discretionary time** is a combination of working time and rest breaks. It is granted where a candidate's needs may vary but require extra time to either work or engage in non-examination activities. A maximum of 30 minutes for a three hour examination (or the pro rata equivalent for shorter examinations) is granted.
5. **Paper modifications** can be made to enlarge, translate into braille or vary the colour for candidates with vision impairment. Other adjustments to the paper layout may be made to accommodate the impact of significant physical/fine motor disabilities.
6. **Scribes** may be appointed in cases of severe writing disability or physical disability. Where a scribe is provided, extra working time is provided to compensate for the dictation process. The role of the scribe is to record, in handwriting, the verbal responses as dictated by the candidate.
7. **Computers** may be granted for candidates with a permanent disability (such as muscular dystrophy) which severely impairs handwriting, and for whom no other provision has been shown to be effective. Spelling and grammar checks and word counts are not allowed. Extra working time is not usually allowed. Poor handwriting is not considered a disability that necessitates a computer unless it results from a diagnosed disabling condition. A computer is not suited to examinations requiring equations or calculations. Braille-using students may be granted a braille computer and/or a computer with voice output in some courses.
8. **Specialised supervision** may be provided for a candidate who needs to sit in a separate room, at home or in hospital due to illness, injury or pregnancy.
9. **Out-of-order seating** may be granted for candidates who, for medical reasons, may need to leave the room frequently, or sit near a window, at the front or rear of the room.
10. **Food and/or additional drink** needed because of a medical condition may be granted to be taken into an examination room. This food or drink must be in a clear wrapping or container and not be a distraction to other candidates.
11. **Medication** may be granted on a doctor's advice for the ongoing treatment for medical conditions such as diabetes or ADHD. This also includes ointments, eye drops or other forms of administration.
12. **Specialised equipment or furniture** such as a cushion, gloves, heat pack or ergonomic furniture may be granted for candidates with special medical needs. All variations to standard examination equipment or furniture must be applied for. It is the candidate's responsibility to provide this equipment.
13. **C-Pen Exam Reader** scanning pen with headphones may be granted for candidates needing reading support. This is to be provided by the candidate.
14. **Supervisor's instructions in writing** can be provided for candidates with hearing loss.
15. **Alternative format practical examination in Physical Education Studies** will consist of video clips that will be analysed by the candidate then discussed with the markers. **Alternative format practical examination in Dance** will involve choreography of an original solo which is taught to another dancer. The performance is to be recorded and brought to the examination on a USB.

**Note:** no allowance or special examination arrangement is made for spelling difficulties.