

Section B – Provisions requested Refer to Appendix **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.

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
- 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
- computer – specify exams
- diabetic provisions - includes: bite-size food/drink, continuous glucose monitor (CGM), medication
- manual blood testing (includes up to 5 minutes rest time to check blood sugar)
- bite size food/drink
- 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
- own headphones
- individual audio recording
- written instructions
- oral/sign interpreter – tick one (✓): oral sign
- seating at front
- other specify exams

Vision provisions – complete the relevant template/s

- alternative Geography broadsheet – specify (✓): crosshatching of relevant sections or black and white version
- annotated colour illustration – specify exams
- magnification aids (handheld 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

Provisions for practical examinations

If you wish to apply for provisions during the **practical** component of an examination, list below or attach details separately if there is insufficient space.

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

Student name: _____

School provisions

Is the student **currently** using adjustments in tests or examinations? YES NO

If so, what are they, for which courses 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 |
|-----------------|-------------|---------|
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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 E – Supporting information – templates for collection of supporting information from health professionals (to be compiled by the school)

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 template](#)

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](#)

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

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 download from the links below. Cover sheets must be printed double sided on the colour specified.

Essay one (blue) 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 (pink) 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 (green)** 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

Checklist of documents submitted with this application

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 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 start of Term 3 may be emailed, on approval from the Special Provisions team on 9273 6327.

Applications for alternative format practical examination being submitted by the July date **must** be emailed to specialprovs@scsa.wa.edu.au

Additional information to assist with this application

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 include:

Equitable Access to Assessment Policy

Schools guide to special provisions in the ATAR course examinations – information for case coordinators
Equitable Access Adjustments for mental health conditions

Equitable Access Adjustments in the ATAR course examinations – information for candidates

Information for Health Professionals and Evidence Templates

Psychometric results template

PAT-R results template

(Please print pages 1- 4 only, double sided)

Modified paper requirements template

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

Important Dates – 2025

| | | |
|--------------------|-------------|--|
| February | 2025 | Application forms available – hard copy or interactive on the website |
| 27 March | 2025 | Due date for standard applications |
| May/June | 2025 | Schools advised of the outcome of their applications Students have access to the outcome via the Student Portal |
| 30 July | 2025 | Deadline for alternative format practical examination requests |
| 8 August | 2025 | No further changes to approved examination adjustments |
| 9 September | 2025 | Students can access their <i>Personalised examination timetables</i> |
| 9 September | 2025 | No further changes to examination venues |

Appendix – General information about equitable access adjustments in 2025

DO NOT SUBMIT THIS SECTION

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 offer practical support to candidates through adjustments to standard conditions. Applications can be made for the **written** and/or **practical** examinations. Adjustments need to be requested in separate sections of page 2. 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 reasonable access to that examination.

The School Curriculum and Standards Authority (the Authority) will consider the application and 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 student and school
- 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)
- Appendix General information about equitable access adjustments (insert) – to be kept by the school

General Information

Adjustments 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 adjustments to access an examination to a reasonable level to demonstrate their knowledge, understanding and skills within certain courses. Adjustments are not provided to maximise a candidate's performance or provide advantage over other candidates. 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 adjustments, 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 adjustments, refer to further information regarding equitable access adjustments on the Authority website at <https://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions>

More specific enquiries can be directed to the Special Provisions team on 9273 6327. All communication with the Authority regarding an application will be through the school's nominated case coordinator.

Venue for equitable access adjustments

Where possible, candidates granted rest breaks, extra working time, discretionary time or computer will be allocated to sit their examination in an alternative room to the cohort. There will be limits to this allocation, depending on the number of candidates at that venue, facilities available, and the nature of the examination. This will particularly apply for examinations with a sound component, or where there is a very low number of candidates. In these instances, candidates may be seated with their cohort.

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**. For a more comprehensive list of disabilities, refer to the *Equitable Access to Assessment Policy* on the website.

| 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 (if justified) | 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 (if justified) | 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 in Dance or Music | Current medical report |

* If the application is for extra working time, discretionary time, a scribe or a computer, students will be required to submit essays as required for a learning disorder (see page 5)

† Note: these candidates may not have access to sickness/misadventure approval if applying on the same basis for which adjustments are requested (see *Year 12 Information Handbooks* and *11to12 Circular* for details).

Assistance for specific learning disorders

Refer to the Authority website for additional information to assist in the preparation of applications for students with learning disorders. For the purpose of granting equitable access adjustments, 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 4th edition (ACER Press, 2008) must be administered **by the school** in the year of application. The hardcopy, booklet version must be used.

Assistance for vision impairment

Extra reading time, working time and/or rest breaks and the use of magnification aids may be granted, depending on the severity, and demonstrated impact of the impairment. Examination papers can be prepared in a modified format. 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.

Assistance for hearing loss

Supervisor's oral instructions can be provided in writing. Other adjustments may be granted after consideration of the severity and demonstrated impact of the 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.

Details of adjustments 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, refocus 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 the font or paper format, 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, grammar check 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/cold 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 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. **Alternative format practical examination in Music** will involve completion of a research project on the development of their nominated instrument.

Note: no allowance or equitable access adjustment is made for spelling difficulties.