



Application for Special Examination Arrangements ATAR course examinations 2020

Students who have a permanent or temporary disability, illness and/or specific learning disability that could disadvantage them in demonstrating their knowledge, skills and understandings in standard assessments may have their school apply to the School Curriculum and Standards Authority for them to sit ATAR course examinations under special arrangements. 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. The Authority will notify the school of the decision through the Authority's student record system (SIRS). The case coordinator will need access to SIRS. It is the school's responsibility to discuss this information with the student.

The granting of special examination arrangements is not automatic, but takes into account medical and/or psychometric evidence plus supporting school-based information related to the candidate's ability to access the examination. The role of special examination arrangements is to provide reasonable access to an examination. Schools should ensure that they have placed on record all current medical/psychological documents that relate to their decision to trial special arrangements for the student. Each application is considered individually, with decisions based on the nature of each examination to be sat by the candidate.

There are 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 school and the student
- Section D Supporting information – relevant sections to be completed by the school, psychologist, occupational therapist
- Section E Medical evidence – to be completed by a medical practitioner/registered health professional (if applicable)
- Section F Student's declaration and principal's declaration – to be completed by the school principal and student
- Section G General information about special examination arrangements (insert) – to be kept by the school

The closing date for receipt of applications is **2 April 2020**. (Late applications for alternative format **practical** examinations may be received until **29 July 2020**.) Envelopes should be marked **Confidential – Attention Carolyn Hackett**. Schools should ensure that this completed application form and all supporting documentation reaches the School Curriculum and Standards Authority, PO Box 816, Cannington WA 6987 by the due date. After the end of Term 2, **only** emergency applications can be considered, such as for candidates who have an accident just prior to the examinations. Special examination arrangements will be made if time permits. **Before** completing this form, refer to relevant documents on the Authority website (see page 11 for web address).

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

ADD/ADHD		Specific learning disability	
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 evidence provided with this application **and** relate to the correct category of disability. Where a provision is needed for only some examinations, specify. Applications requesting modifications to the written examination question paper or written stimulus materials for the practical examination must also complete page 9.

Learning disability provisions – pages 3 to 7 must be completed for these provisions

Only for students with diagnosed learning disorders in reading (incl 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 _____
- recorded examination (only for a severe reading disability) – specify exams _____
- C-Pen exam reader scanning pen – specify exams _____

Medical provisions – **relevant** sections of pages 3 to 10 must be completed for these provisions

Includes students with ADD/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 _____
- 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 an extra 5 minutes non-working time to check blood sugar)
- diabetic provisions – continuous glucose monitoring (CGM) – specify type _____
- medication
- special desk/slope board
- special chair/footrest
- cushion/pillow
- out-of-order seating – tick one (✓): front row back row near door near window other (specify)
- home/hospital supervision (attach address details)
- special paper requirement (based on physical disability) – specify _____
- pregnancy provisions (refer to page 11) – specify needs _____
- other _____ – specify exams _____

Hearing provisions – refer to and complete page 8 for these provisions

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

Vision provisions – refer to and complete pages 8 and 9 for these provisions

Applicants requesting oral reading assistance, scribes and/or extra time, must complete pages 8 and 9.

- alternative Geography broadsheet – specify (✓): crosshatching of relevant sections or black and white version
- vision aids (magnification equipment – 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 and 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: A4 or A3
- A3 enlargement
- brailled papers
- braille computer, computer with screen reading software)
- special paper requirement (based on vision impairment) – details on page 9 to be provided by SVE visiting teacher

This list does not include all provisions possible or available to students.

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 and gender** of candidate.

Section C – School case coordination (to be completed by the school and the student)

Student name: _____

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

Year 11 Courses	Final grade	Was assistance provided?	Year 12 Courses	Estimated Semester 1 grade	Is assistance being provided?
_____	_____	Yes/No	_____	_____	Yes/No
_____	_____	Yes/No	_____	_____	Yes/No
_____	_____	Yes/No	_____	_____	Yes/No
_____	_____	Yes/No	_____	_____	Yes/No
_____	_____	Yes/No	_____	_____	Yes/No
_____	_____	Yes/No	_____	_____	Yes/No

Student’s comments (Student to complete this section 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**.

School provisions (Case coordinator to complete this section)

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

If so, what are they and for which courses are they used?

How do these provisions assist the student? If used for multiple courses, ensure you describe the benefit in each course. Note: This application must establish the need for special provisions in **each course** applied for.

Name of case coordinator: _____ Phone number: _____

Position: _____

Restrictions to availability: _____

Email contact details: _____

Section C – School case coordination cont. – intervention strategies (to be completed by the school)

Targeted intervention history (Case coordinator to complete this section)

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 proven successful for the student. You must demonstrate **at least six months targeted intervention (remediation)**.

Date of diagnosis: _____ **Assessed by:** _____

Diagnosis

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**

Outcomes achieved Detail the improvements achieved as a result of the strategies (both remediation and accommodations) adopted in response to the diagnosis. Ensure you cover **all courses** included 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.)

Section D – Supporting information – specific learning disorders

(to be completed by a registered educational psychologist or transcribed by the case coordinator)

Psychometric test results

This section is compulsory for all students applying under learning disorder provisions. All sections on this page **must** be completed. Only assessments conducted since 1 December 2017 will be considered. Information may be transcribed from the report if an external psychologist has been used. Signature below is to be the person completing the page.

Write details below or use official stamp.

Name of person who administered the test(s): _____ Profession: _____

Contact details: Address: _____

Email: _____ Telephone: _____

Signature: _____ Date of assessment: _____

For students with specific learning disorders, the assessment tools used must be identified, and the report should include the results (including a statement of diagnosis); an analysis of these results; and an indication of the level of functional impact the student experiences in reading and written expression in the classroom and timed assessments. The **results must be summarised below.**

Provide a copy of the psychologist’s report.

1. Academic Skills

Provide results of standardised assessments conducted in reading, spelling and written expression. Highlight results of significance (specifically those results that suggest a severe functional impact) and indicate whether tests were timed or untimed. Passage reading and passage writing measures are important.

Assessment date	Test used	Timed or untimed?	Results of clinical significance

2. Cognitive Ability (Verbal and Non-verbal)

Assessment date:				Student’s age at assessment:					
	WISC V	Score	%ile	WJ III	Score	%ile	Other *	Score	%ile
Verbal	VCI			Gc			V		
Non-verbal	VSI			Gf			N-V		
	FRI			Gv					

***If an alternative measure of cognitive ability is used, provide name of assessment tool used and verbal and non-verbal scores.** (See the Authority website for more information.)

3. Cognitive and Phonological Processing (e.g. WISC V, WJ III, CTOPP or equivalent)

	Test used	Score	Results of clinical significance
Working memory			
Processing speed			
Phonological processing:			
PA			
PM			
RAN			

4. Intervention Provide details of any known remediation, including duration, targeting the student’s area of weakness prior to assessment.

Section D – Supporting reading information – specific learning disorders or other conditions affecting reading (to be completed by the school)

If applying for **extra working time** on the basis of impaired **reading** ability, complete the following information.

Current reading results

Progressive Achievement Test in Reading: (PAT-R) 4th Edition ACER Press, 2008
Comprehension Test (to be completed by the school in the year of application)

Raw Score	/36
Number completed	
Percentile Rank (Year 10)	
Stanine (Year 10)	

(Note: Do **NOT** use results of online versions or out-dated test versions.)

Comments: (also include any relevant information about accuracy, comprehension and rate of passage reading in a timed situation)

Section D – Supporting writing information – specific learning disorders, fine motor or physical disabilities or medical conditions affecting writing ability (to be completed by the school or relevant person)

Handwriting results (details to be provided by the occupational therapist or psychologist – may be transcribed by the case coordinator)

If applying for **extra working time, scribe** or a **computer** on the basis of a **physical** disability or a **fine motor (handwriting)** disability, attach the **occupational therapist's report**. Applications requesting use of a computer **must** also include typing speed details. Assessments must be from the **year of application**.

_____ was diagnosed with _____ on _____
 (Student name) (disability) (date)

How is the condition likely to affect the student in an examination situation requiring handwriting in November 2020?

Write details below or use official stamp.

Name of person who administered the test(s): _____ Profession: _____

Contact details: Address: _____

Email: _____ Telephone: _____

Signature: _____ Date of assessment: _____

Handwriting speed assessment

DASH or HST (Wallen, Bonney and Lennox, 1996) or equivalent

Detailed Assessment of Speed of Handwriting	
Copy Best wpm	
Copy Fast wpm	
Alphabet writing	
Free writing wpm	
Total Standard Score	
Percentile	

Handwriting Speed Test	
Letters per minute	
Scaled Score Equivalent	
Percentile Rank	
Words per minute	
Copying Accuracy (%)	
Handwriting Readability Score (%)	

Typing speed

Copying wpm	
Copying: Typing Accuracy (%)	
Free writing typed wpm	
Free writing typing accuracy (%)	

Comments:

Section D – Supporting information – specific learning disabilities, fine motor or physical disabilities, language disorder, medical conditions or any other disabilities impacting on essay writing efficiency
(to be completed by the school)

All students requesting extra working time, a scribe, or a personal computer on the basis of a learning disorder, a fine motor or physical disability, a language disorder or severe health or other 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 provide an **accurate** word count (not an estimate.)

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 or examination. 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.

Prior to the student completing this evidence, schools must request the confidential essay topics from the examination logistics section of the Authority. Essays must be completed at school under examination conditions. The student is not to receive any assistance or prompting and is not to be given the topics in advance. The supervising teacher must remain with the student for the duration of the essay to observe the student's performance. Observations must be recorded in the relevant section of the essay cover sheet.

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

To obtain essay topics, phone 9273 6307, specifying whether you are applying for your student to be considered for extra working time or a computer/scribe. Allow ten days for delivery of the topics.

Ensure both written essays and the typed/scribed essay (where relevant) are submitted with this application form and comply with the above instructions. Unsuitable essays or those with partially completed cover sheets may be returned or replacements requested.

Insert all essays at this page.

Tick if included

Essay one (controlled conditions)
Blue cover page

Essay two (special conditions)
Pink cover page

Typed or scribed essay
Green cover page

Signature of teacher: _____ Contact telephone: _____

Section E – Medical evidence – hearing provisions (to be completed by a hearing specialist)

Student name: _____

If you are requesting hearing provisions, complete the following. Note: the audiogram must be no more than 12 months old at the time of application.

<i>Write details below or use official stamp.</i>	
Name of the person who administered this test: _____	Profession: _____
Contact details: Address: _____	
Email: _____	Telephone: _____
Signature: _____	Date of assessment: _____

State the condition in detail: _____

Date the condition was diagnosed: _____ Most recent date the student was seen in relation to this condition: _____

How is the condition likely to affect the student in an **examination** in October/November 2020? If a candidate has been provided with hearing aids or other electronic support, it should be assumed these will be used.

Unaided audiogram – Attach the unaided audiogram and report.

Section E – Medical evidence – vision provisions (to be completed by a vision specialist)

Student name: _____

<i>Write details below or use official stamp.</i>	
Name of the person who administered this test: _____	Profession: _____
Contact details: Address: _____	
Email: _____	Telephone: _____
Signature: _____	Date of assessment: _____

State the condition in detail: _____

V.A. (near): _____ V.A. (distance): _____

How does this condition affect the student in the classroom, and in day-to-day functioning beyond the classroom where appropriate? Note: this information should be no more than 12 months old at the time of application.

How is the condition likely to affect the student in an **examination** in October/November 2020? If a candidate has been prescribed glasses or provided with other forms of vision aids, it should be assumed these will be used.

Section E – Medical evidence – other than vision and hearing

(to be completed by a medical practitioner/registered health professional)

Student name: _____

The statement for this section may be given on this form or separately on letterhead. If providing a separate statement, all the information in this section must be covered.

Write details below or use official stamp.

Medical practitioner's name: _____

Name and address of rooms: _____

Telephone: _____

Email: _____

State the condition in detail: _____

Date the condition was diagnosed: _____

Most recent date the student was seen in relation to this condition: _____

Is the student on medication for this condition?

Yes	No
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If Yes, what effect will this medication have on the student's ability to perform in timed assessments?

How is the condition likely to affect the student in an **examination** in October/November 2020?

Signature: _____ **Date:** _____

Section F – Student and principal declaration (to be completed by the student and the school principal)

Student's declaration

In signing this form,

- I declare that all information in this application is true and any 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 reports I have submitted, if there is need to clarify any content details therein.

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:** _____

Important Dates – 2020

2 April 2020	Due date for standard applications for special examination arrangements.
May/June 2020	Schools advised of the outcome of their applications for special examination arrangements. Students have access to the outcome via the Student Portal.
20 July 2020	Only emergency requests for special examination arrangements accepted.
29 July 2020	Deadline for late applications for special format practical examinations for candidates with an injury/illness existing as at start of Term 3.
10 August 2020	No further changes to approved examination arrangements.
10 September 2020	Students can access their personalised examination timetables.
26 September 2020	Start of the practical ATAR course examinations.
2 November 2020	Start of the written ATAR course examinations.

Section G – General information about special examination arrangements in 2020 (Please keep)

Special examination arrangements may be considered for candidates identified as having 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, without special examination arrangements, a student with an existing physical, medical, sensory, neurological or psychological condition may not be able to access an examination to a reasonable level to demonstrate his/her knowledge, understanding and skills. Special arrangements are not provided to maximise a candidate's performance. 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 put in place for school-based assessment. When approving special provisions, the Authority will consider the demonstrated functional impact of the disability in the particular examinations being sat. The onus is on the school to establish the need for special arrangements in each of the examinations being requested.

Applications are treated on an individual basis and it is intended that no candidate will be advantaged over another candidate in the examinations except through having more knowledge, understanding, skill and ability relating to the course being examined.

Before implementing any special provisions, refer to further information regarding special examination arrangements on the Authority website at <https://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions>. All other enquiries regarding special examination arrangements 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.

Assistance for medical conditions

An application for special examination arrangements based on severe health impairment or significant physical disability needs to be substantiated with current evidence from an 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 provision. The listed possible provisions are a guide only, and support should be trialled commencing at the lowest level.

Possible difficulty/impairment in examination		Possible provisions available	Minimum documentation*
ADD/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, permission to move	Specialist medical report Learning disorder evidence (if applicable) School case management comments*
Back injury	Discomfort/pain, difficulty with prolonged sitting	Special chair, cushion, seating at back, permission to move, permission to take medication, rest breaks	Current medical report School case management comments
Chronic fatigue syndrome	Tiredness/inability to concentrate due to illness (including post-viral syndrome, glandular fever)	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, extra time at discretion	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	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 desk/chair, rest breaks, extra working time, separate supervision, toilet breaks, scribe/computer, special 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 examination	Special 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 disability (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 disabilities

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

Students with a learning disability 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 disability 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 disability. The following, however, are the assessments recommended:

- *Cognitive ability* – WISC V, WJ III 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. 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. An oral reading of sections of the paper may also be granted to students who are severely vision impaired. Extra reading time, working time and/or rest breaks and the use of magnification aids are arrangements that may be granted to candidates with vision impairment, depending on the severity and demonstrated impact of the impairment in the examination situation. Advice is sought from the School of Special Educational Needs – Sensory.

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. Oral instructions can be provided in writing. Other special examination arrangements for candidates with hearing loss may be granted after consideration of the severity and demonstrated impact of the hearing loss in the examination. Advice is sought from the School of Special Educational Needs – Sensory.

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 (non-working time)** 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 5 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. Candidates who are granted rest breaks will sit their examinations at a venue designated by the Authority.
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. Candidates who are granted extra time will sit their examinations at a venue designated by the Authority.
4. **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.
5. **Scribes** may be appointed in cases of severe writing disability or physical disability. Where a scribe is provided, extra working time is also allowed to compensate for the dictation process. The role of the scribe is to record, in handwriting, the verbal responses as dictated by the candidate.
6. **Computers** may be granted for candidates with a severe permanent disability (such as muscular dystrophy), and who have been using a computer as part of their mode of assessment over several years. Spelling and grammar checks 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. Candidates who are granted use of a computer will sit their examinations at a venue designated by the Authority.
7. **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.
8. **Out-of-order seating** may be granted for candidates who, for medical reasons, may need to leave the room frequently, sit near a window, at the front or rear of the room. This is rarely needed at designated special examination centres.
9. **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.
10. **Medication** may be granted for the ongoing treatment for medical conditions such as diabetes or ADD/ADHD.
11. **Specialised equipment** such as ergonomic furniture or a cushion may be granted for candidates with special needs. All variations to standard examination equipment or furniture must be applied for. It is the candidate's responsibility to provide this equipment.
12. **Recorded examinations** may be granted for candidates with a severe reading disability or vision impairment. These are in MP3 format on compact disk. The candidate will operate the player. Candidates who are granted recorded examinations will sit their examinations at a venue designated by the Authority.
13. **C-Pen Exam Reader** may be granted for candidates needing reading support.
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.

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