



Application for Special Examination Arrangements

ATAR course examinations 2017

Candidates 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 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 convey this information to 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 five sections:

- Section A Student details – to be completed by the student
- Section B Provisions requested – to be completed by the school and 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 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 **16 May 2017**. (Late applications for special format **practical** examinations may be received until **28 July 2017**.) 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 3, **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, please refer to relevant documents on the website (see page 11 for web address).

Section A – Student details

SCSA Student number:

Date of birth:

Surname: _____ First 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 Language or 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 impairment	
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, please 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 – for these provisions, pages 3 to 7 must be completed

Only for students with Dyslexia, Dysgraphia (written expression) or other diagnosed learning disorders

- extra time to work – 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 _____
- other _____ – specify exams _____

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

Includes students with ADD/ADHD, illness, psychological (including ASD), physical disability or fine motor disabilities (including DCD/Dyspraxia)

- extra time to rest (rest breaks for fatigue, pain, anxiety/attention related conditions, toilet breaks or medical treatment)
- extra time to work – specify exams _____
- scribe (includes extra time to compensate for the dictation process) – specify exams _____
- personal computer – specify exams _____
- diabetic provisions – bite-size food/drink
- diabetic provisions – blood testing (includes up to an extra 5 minutes non-working time to check blood sugar)
- medication
- special desk/slope board
- special chair/footrest
- cushion/pillow
- out-of-order seating – please tick one (✓): front row back row near door near window
- separate supervision
- home/hospital supervision (please attach address details)
- special paper requirement (based on physical disability) – specify _____
- pregnancy provisions (can include food, drink, padded chair/pillow, toilet breaks, rest/feeding breaks, home/hospital supervision) – specify _____
- other _____ – specify exams _____

Hearing provisions – refer to and complete page 8

- extra time to read
- extra time to work
- headphones
- individual audio CD
- written instructions
- oral/sign interpreter – please tick one (✓): oral sign
- seating at front
- separate supervision
- other _____

Vision provisions – refer to and complete pages 8 and 9

- alternative Geography broadsheet – specify crosshatching of relevant sections or black and white version(circle need)
 - vision aids (magnification equipment – hand held or other)
 - extra time to read
 - extra time to rest
 - extra time to work
 - use of highlighter during reading time
 - assistance with reading/writing – circle need and specify exams _____
 - coloured paper – specify colour _____(standard colours are: blue, yellow, pink, green and sand)
 - large print – specify: font size _____ font style _____ on A4 or A3 size paper (circle paper size needed)
 - A3 enlargement
 - Brailled papers
 - Braille (or 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
- Applicants requesting oral reading assistance, scribes and/or extra time, must complete pages 8 and 9.

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, please list below or attach details separately if insufficient space. If applying for an alternative format practical examination in Physical Education Studies, please 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?
_____	_____	Yes/No
_____	_____	Yes/No
_____	_____	Yes/No
_____	_____	Yes/No
_____	_____	Yes/No
_____	_____	Yes/No

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

Student’s comments (Student to complete this section)

Describe in your own words **how** your disability affects you in examinations and timed assessments, and how the special examination arrangements you are requesting may assist you in the ATAR course examinations. Restrict comment to this space.

School provisions (Case coordinator to complete this section)

Is the student **currently** given 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. N.B. This application must establish the need for special provisions in each course applied for.

Name of case coordinator: _____ Position: _____

Telephone number: _____ Date: _____

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)

Please summarise the history of the diagnosis of the student's disability and the intervention strategies used to address the problems encountered by the student. Specify which strategies have proven successful for the student. You must demonstrate at least six months targeted intervention.

Date of diagnosis: _____ Assessed by: _____

Diagnosis: _____

Intervention (Please detail remediation and intervention strategies adopted by the school or others as a result of the diagnosis):

Outcomes achieved (Please detail the improvements achieved as a result of the strategies 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, please 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 February 2015 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.

Please write details below or use official stamp.

Psychologist's name: _____

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.

Please attach a copy of the psychologist's report.

1. Academic skills

Provide results of standardized assessments conducted in reading, spelling and written expression. Please highlight results of significance (specifically those results that suggest a severe functional impact) and indicate whether tests were timed or un-timed. Passage reading and passage writing measures are useful.

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 IV	Score	%ile	WJ III	Score	%ile	Other *	Score	%ile
Verbal	VCI			Gc			V		
Non-verbal	PRI			Gf			N-V		
				Gv					

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

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

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

4. Intervention Please provide details of any known intervention targeting the student's area of weakness prior to assessment.

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

If applying for **extra time to work** on the basis of a **reading** disability, please 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)	

(NB Please do **NOT** use results of on-line versions or out-dated test versions.)

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

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

If applying for **extra writing time, scribe** or a **computer** on the basis of a **physical** disability or a **fine motor (handwriting)** disability, please also attach a **report** from an Occupational Therapist. 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 2017?

Please 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 Test
 (DASH or Wallen, Bonney and Lennox, 1996) or equivalent) (please specify)

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

Typing speed

Words per minute	
Typing Accuracy (%)	

Comments:

Section D – Supporting information – specific learning disabilities, fine motor or physical disabilities, 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 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. Please 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 recently completed in 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. Please 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. Please complete the **green** cover sheet and attach to the completed essay.

Prior to the student completing this evidence, schools should 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, please phone the Authority on 9273 6307, specifying whether you are applying for your student to be considered for additional working time or a computer/scribe. Essays will be despatched in time for the start of Term 2. For requests made after the start of Term 2, please 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.

Insert all essays at this page.

Please tick if attached

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, please complete the following. Note that the audiogram must be no more than 12 months old at the time of application.

Please write details below or use official stamp.

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** situation in October/November 2017? If a candidate has been provided with hearing aids or other electronic support, it should be assumed these will be used.

Unaided audiogram – Please attach the unaided audiogram and report.

Section E – Medical evidence – vision provisions

(to be completed by a vision specialist)

Student name: _____

Please write details below or use official stamp.

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 that 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** situation in October/November 2017? 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 – Specialist evidence – special examination paper requirements

(This section is for the relevant specialist/professional to identify what modifications are required to the practical and written examination papers)

Student name: _____

An appropriate person should complete this section for **any** student who **requires a specially modified format of the examination paper** to accommodate a vision impairment or a fine motor or physical disability. For students with:

- vision impairment, this will be the **Sensory Vision Education visiting teacher**.
- fine motor or physical disability this will be an **Occupational Therapist** or other suitable professional.

Please write details below or use official stamp.

Name of SVE/Occupational Therapist: _____ Availability: _____

Contact details: Address: _____

Email: _____ Telephone: _____

Signature: _____ Date of assessment: _____

Complete with a tick (✓) where appropriate

Method of reading

- regular Arial N11 print
- large print – specify size & font _____
- smallest font readable in equations _____
- large print + magnification aid – hand held or other
- use of highlighter during reading time
- braille
- coloured paper – specify colour _____
- reading rate – approx words per minute _____
- other _____

Method of writing/equipment used

- does own writing
- scribe for multiple choice answers
- Braille only
- personal computer – special programs specify _____
- thick pen
- dark lined writing paper
- special calculator – specify _____
- other _____

Diagrams

- diagrams/cartoons/tables to be enlarged & darkened
- cannot read diagrams/cartoons/tables
- cannot draw diagrams
- other _____

Images

- helpful for illustration but no detail detected
- cannot see images
- images to be accompanied by written descriptions
- diagrams to have darker lines
- remove all non-relevant background shading
- remove all visual clutter
- high level of contrast required
- other _____

Graphs

- can read & draw graphs on 2mm graph paper
- can read & draw graphs on 5mm graph paper
- can read & draw graphs on 10mm graph paper
- black/white graph paper only
- tactile only
- cannot draw graphs
- other _____

Colour

- can see black & white only
- cannot see some colours specify _____

Geometry

- uses large geometric instruments & black felt marker
- cannot do geometric constructions

A sample page **must** be provided if requesting:

- an examination containing formulae e.g. Mathematics, sciences (noting smallest size font readable within formulae).
- formatting to diagrams
- alternative Geography broadsheet.

Specify **section/context** if an examination has optional sections, e.g. Engineering Studies, History (Ancient or Modern), Music. **Only** these sections will be modified. _____

Comments: (attach further details if needed)

All students please complete declarations on page 10

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. If providing a separate statement, all the information in this section must be covered.

Please 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
-----	----

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** situation in October/November 2017?

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,

- o I declare that all information in this application is true and any information submitted in this application has not been altered.
- o I authorise the Authority to access additional information relevant to this application.
- o 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 declaration:

- o I submit this application for special examination arrangements and have checked that all details are correct and the application complete.
- o 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 – 2017

16 May 2017
July 2017

Due date for applications for special examination arrangements
Schools are advised of the outcome of their applications for special examination arrangements. Schools must advise students.

28 July 2017

Closing date for applications for special format practical examinations for candidates with an injury/illness existing as at start of Term 3

22 September 2017

Only **emergency** requests for special examination arrangements accepted.
No changes to approved examination arrangements

23 September 2017

Start of the practical ATAR course examinations

1 November 2017

Start of the written ATAR course examinations

Section G – General information about special examination arrangements in 2017 (Please keep)

The following 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 maximize a candidate's performance. 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, please refer to further information regarding special examination arrangements on the Authority's website http://www.scsa.wa.edu.au/internet/Senior_Secondary/Exam_Information/Special_Provisions. All other enquiries regarding special examination arrangements can be directed to the Senior Consultant – Special Provisions at the Authority on 9273 6316. All communication from the Authority regarding an application will be through the 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	Extra time to rest, 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, extra time to rest, extra time to work (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, extra time to rest	Current medical report School case management comments
Chronic fatigue syndrome	Tiredness/inability to concentrate due to illness (including post-viral syndrome, glandular fever)	Extra time to rest, permission to take medication, food/drink	Current medical report School case management comments
Diabetes	Need to maintain blood sugar levels	Food/drink, glucometer readings, permission to take medication, extra time to rest, extra time at discretion	Current medical report School case management comments
Hand/arm injury	Difficulty writing, pain, excessive fatigue with writing	Extra time to rest, extra time to work, 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	Extra time to rest, , extra time to work, 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	Extra time to rest, extra time to work	Specialist medical report School case management *
Pregnancy	In hospital for birth, difficulty with prolonged sitting	Toilet breaks, food/drink, special chair, permission to move, extra time to rest, home/hospital supervision	Current medical report giving expected date of delivery
Psychological/clinical anxiety	Concentration difficulty, anxiety preventing performance in a group situation	Extra time to rest, 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, extra time to rest, extra time to work, 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 exam	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 Handbook* and *11to12 Circular* for details).

Section G – General information about special examination arrangements continued

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 and cognitive ability. In many cases 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 targeted intervention. They 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 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 IV, WJ III or WAIS IV
- *Phonological processing* – CTOPP
- *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. Please refer to the 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. Additional reading time, working time and/or non-working time 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 impairment

Candidates with severe hearing impairment 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 impairment may be granted after consideration of the severity and demonstrated impact of the hearing impairment in the examination. Advice is sought from the School of Special Educational Needs – Sensory.

Details of arrangements provided

1. **Additional reading time** is usually provided only for candidates who have a severe vision or hearing impairment. The amount of additional time given will depend on the degree of impairment and the nature of the course, to a maximum of ten minutes.
2. **Non-working (rest) time** may be provided for candidates who are unable to sustain a sitting position or work uninterrupted for three hours. 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 non-working time will sit their examinations at a venue designated by the Authority.
3. **Additional time to work** may be granted for a candidate to complete the examination. In general, a maximum of thirty 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 additional time will sit their examinations at a venue designated by the Authority.
4. **Paper modification:** Papers may be enlarged, translated into Braille or varied in 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, additional working time is also allowed to compensate for delays in the communication of instructions. The role of the scribe is to record, in handwriting, the verbal responses as dictated by the candidate.
6. **Computers:** 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, may be granted the use of a computer. Spelling and grammar checks are not allowed. Additional 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 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. This may be due to illness, injury or pregnancy.
8. **Out-of-order seating** may be approved for candidates who, for medical reasons, may need to leave the room, sit near a window, at the front or rear of the room.
9. **Food/drink:** Only food or additional drinks needed because of a medical condition may be taken into an examination room. This food or drink must be in a clear wrapping or container.
10. **Medication** may be approved for the ongoing treatment for medical conditions such as diabetes, ADD/ADHD.
11. **Specialised equipment** such as ergonomic furniture or a cushion may be approved 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 will be provided 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. Use of a *C-Pen Exam Reader* may also be granted for candidates needing reading support.
13. **Supervisor's instructions in writing** can be provided for candidates with hearing impairment.

N.B. No allowance or special examination arrangement is made for spelling difficulties.