



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

**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 – please tick one (✓): front row  back row  near door  near window  other (specify)
- separate supervision
- home/hospital supervision (please 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

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

**Vision provisions** – refer to and 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)
  - extra reading time
  - rest breaks
  - extra working time
  - 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 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
- 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 at school)

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. Restrict comment to this space.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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. N.B. 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: \_\_\_\_\_

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

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**Targeted intervention history** (Case coordinator to complete this section)

Please 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** Please detail remediation and accommodation strategies adopted by the school or others as a result of the diagnosis:

**Remediation:** \_\_\_\_\_

**Accommodations:** \_\_\_\_\_

**Outcomes achieved** Please 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, 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 December 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 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, 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 V, 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 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) 4<sup>th</sup> Edition ACER Press, 2008 Comprehension Test** (to be completed by the school in the year of application)

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

(NB Do **NOT** use results of on-line 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, please 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 2018?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*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 assessment**

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

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

<b>Handwriting Speed Test</b>	
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 wpm	
Free writing typing accuracy (%)	

**Comments:**

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**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)

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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. 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 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. 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 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. 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 or replacements requested.

Insert all essays at this page.

Please 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, 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 2018? 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 2018? 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 \_\_\_\_\_

### Diagrams

- diagrams/cartoons/tables to be enlarged & darkened
- cannot read diagrams/cartoons/tables
- cannot draw diagrams
- 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 \_\_\_\_\_

### Geometry

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

### 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 \_\_\_\_\_

### 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 \_\_\_\_\_

### Colour

- can see black & white only
- cannot see some colours specify \_\_\_\_\_

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)

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**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
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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** situation in October/November 2018?

**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 – 2018**

5 April 2018	Deadline for standard applications for special examination arrangements.
May/June 2018	Schools advised of the outcome of their applications for special examination arrangements. Schools must advise students.
16 July 2018	Only emergency requests for special examination arrangements accepted.
27 July 2018	Deadline for late applications for special format practical examinations for candidates with an injury/illness existing as at start of Term 3.
27 July 2018	No changes to approved examination arrangements.
22 September 2018	Start of the practical ATAR course examinations.
29 October 2018	Start of the written ATAR course examinations.

## Section G – General information about special examination arrangements in 2018 (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 maximize a candidate's performance. School Curriculum and Standards 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](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 Principal Consultant – Special Provisions on 9273 6316. All communication with School Curriculum and Standards 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 *
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 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. 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 4<sup>th</sup> 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. 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 provided 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 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 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 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 extra 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, 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:** 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. 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 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 approved 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.
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 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. 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 loss.

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