

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

Provisions for written examinations

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

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

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

- alternative room to cohort – specify exams _____
- special examination centre – specify exams _____

Learning disorder provisions – 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 _____
- C-Pen exam reader – specify exams _____

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

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

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

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

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

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

- alternative Geography broadsheet – specify (✓): crosshatching of relevant sections or black and white version
- magnification aids (hand held or other) – specify _____
- extra reading time
- rest breaks
- extra working time
- use of highlighter during reading time
- assistance with reading/writing (circle need) – specify exams _____
- specialist vision supervision
- coloured paper – specify colour _____ (standard colours are: green, blue, yellow, pink, or cream)
- large print – specify: font size _____ font style _____ on paper size – tick one (✓): A4 or A3
- A3 enlargement
- brailled papers
- braille computer, computer with screen reading software)
- modified paper requirement (based on vision impairment) – details on page 9 to be provided by SVE visiting teacher

Other provisions or provisions for practical examinations

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

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

Student name: _____

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

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

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

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

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: _____ **Diagnosed 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 this covers **all courses** requested in this application.

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

Previous special examination arrangements application

Year of application _____

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

Section D – 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 if applying under **learning disorder provisions**. All sections on this page **must** be completed. Only assessments conducted since 1 December 2019 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/IV	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/IV, 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.)

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

Section D – Supporting writing information – fine motor or physical disabilities or medical/other 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 2022?

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 equivalent

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

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

Physical aids or equipment recommended

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, discretionary 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/discretionary 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 2022? 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: _____

If you are requesting vision provisions, complete the following.

<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 2022? 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 – modified examination paper requirements

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

Student name: _____

An appropriate person should complete this section for **any** student who **requires a 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.

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
- special calculator – specify _____
- dark lined writing paper
- 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
- annotations to coloured illustrations, e.g. Visual Arts
- adjustments to writing lines.

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 applicants must complete declarations on page 10

Section E – Medical evidence – other than vision and hearing

(to be completed by an appropriate 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 2022?

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

Student's signature: _____ **Date:** _____

Principal's (or representative'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 – 2022

31 March 2022	Due date for standard applications for special examination arrangements.
May/June 2022	Schools advised of the outcome of their applications for special examination arrangements. Students have access to the outcome via the Student Portal.
18 July 2022	Only emergency requests for special examination arrangements accepted.
27 July 2022	Deadline for applications for special format practical examinations for candidates with an injury/illness existing as at start of Term 3.
9 August 2022	No further changes to approved examination arrangements.
6 September 2022	Students can access their <i>Personalised examination timetables</i> .
24 September 2022	Start of the practical ATAR course examinations.
31 October 2022	Start of the written ATAR course examinations.

Section G – General information about special examination arrangements in 2022 (Please keep)

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

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

Venue for special arrangements

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

Assistance for medical conditions

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

Possible difficulty/impairment in examination		Possible provisions available	Minimum documentation*
ADHD	Concentration, organisation and planning difficulties	Rest breaks, permission to take medication	Specialist medical report School case management comments
Autism spectrum disorder	Concentration difficulties, anxiety preventing performance in a group situation (must demonstrate current functional impact)	Specified seating, rest breaks, extra working time (if justified), separate supervision	Specialist medical report Learning disorder evidence (if 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, discretionary time	Current medical report School case management comments
Hand/arm injury	Difficulty writing, pain, excessive fatigue with writing	Rest breaks, extra working time, scribe, computer	Current medical and/or OT or Physiotherapy report School case management comments*
Head injury – severe (sustained within the last two years)	Mental processing difficulty	Rest breaks, extra working time, permission to take medication	Specialist medical report School case management comments*
Head injury – severe (sustained more than two years ago)	Covered by learning disorder arrangements		
Obsessive-compulsive disorder/severe depression	Difficulty with cognition/concentration	Rest breaks, extra working time	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, modified format papers	Specialist medical report OT report School case management comments*
Long-term injury or illness existing at start of Term 3†	Preventing participation in a standard practical 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 disorder (see page 7)

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

Assistance for specific learning disorders

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

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

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

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

If a student is applying on the basis of a reading disability, the Progressive Achievement Test in Reading (PAT-R) Comprehension 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, including an oral reading of small sections of the paper if needed. Extra reading time, working time and/or rest breaks and the use of magnification aids are arrangements that may be granted, depending on the severity and demonstrated impact of the impairment.

Assistance for hearing loss

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

Details of arrangements provided

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

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