



Application for Special Examination Arrangements

WACE examinations 2011

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 timed assessments may apply to the Curriculum Council to sit external examinations under special arrangements. Applications can be for the **written** or **practical** examinations. Applications must be made on this form. Each application is assessed separately and the Curriculum Council will notify the school and candidate of the decision.

The granting of special examination arrangements is not automatic, but depends on the provision of medical and/or psychological evidence plus school-based information to justify the decision. Schools should ensure that they have sighted and placed on record, all medical/psychological documents that relate to their decision to grant special arrangements to the student. Each application is considered on an individual basis with decisions based on the attached supporting medical and educational documentation.

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 all applicants**
- Section G General information about special examination arrangements (Insert)

The closing date for receipt of applications is **27 May 2011**. (Late applications for special format practical examinations may be received until **29 July 2011**.) Schools should ensure that this completed application form and all supporting documentation reaches the Curriculum Council, 27 Walters Drive, Osborne Park WA 6017 by the due date. Envelopes should be marked **Confidential – Attention Carolyn Hackett**. 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. For assistance in completing this form, please refer to relevant documents on the website.

Section A – Student details (to be completed by the student)

Student number: Date of birth:

Surname: _____ First name: _____ Initials of other names: _____

Address: _____ Postcode: _____

Home phone number: _____ School name: _____

Mark ONLY those courses for which a claim is made (place an 'X' in the adjacent column).

| Course | 'X' | Course | 'X' | Course | 'X' |
|--|-----|-----------------------------------|-----|-----------------------------------|-----|
| AIS Aboriginal & Intercultural Studies | | DRA Drama | | MDT Materials Design & Technology | |
| ABL Aboriginal Languages of WA | | EES Earth & Environmental Science | | MAT Mathematics Stage 2 | |
| ACF Accounting and Finance | | ECO Economics | | MAT Mathematics Stage 3 | |
| HIA Ancient History | | EST Engineering Studies | | MAS Mathematics: Specialist | |
| APS Animal Production Systems | | ENG English | | MPA Media Production and Analysis | |
| AIT Applied Information Technology | | ELD English as Language/Dialect | | MUS Music | |
| AET Automotive Engineering & Tech | | FST Food Science & Technology | | HIM Modern History | |
| AVN Aviation | | FRE French | | OED Outdoor Education | |
| BIO Biological Sciences | | GEO Geography | | PAE Philosophy and Ethics | |
| BCN Building and Construction | | GER German | | PES Physical Education Studies | |
| BME Business M'ment & Enterprise | | HEA Health Studies | | PHY Physics | |
| CAE Career and Enterprise | | HBS Human Biological Science | | PPS Plant Production Systems | |
| CHE Chemistry | | IND Indonesian: Second Language | | PAL Politics and Law | |
| CFC Children, Family & Community | | ISC Integrated Science | | PSY Psychology | |
| CSL Chinese: Second Language | | ITA Italian | | REL Religion and Life | |
| CSC Computer Science | | JSL Japanese: Second Language | | VAR Visual Arts | |
| DAN Dance | | LIT Literature | | Other Languages: Specify | |
| DES Design | | MMT Marine & Maritime Technology | | | |

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 (to be completed by the school and the student) Refer to Section G before completion

This section MUST be completed

Indicate with a tick (✓) all provisions requested for **written** examinations. You can apply for more than one provision, but requests **must** be supported by evidence provided with this application and relate to the category of disability. Where a provision is needed for only some courses, please specify. Applicants requesting modifications to the written or practical examination question paper must also complete page 9.

Learning disabilities provisions – for provisions listed below, pages 4 to 7 must be completed
(Only students applying with conditions including *Dyslexia, Dysgraphia, Dyspraxia* or other diagnosed learning disabilities)

- extra time to work – specify courses _____
- scribe (includes extra time to compensate for the dictation process) – specify courses _____
- personal computer – specify courses _____
- recorded examination (only for a severe reading disability) – specify courses _____
- other _____

Medical provisions – for provisions listed below, relevant sections of pages 4 to 10 must be completed
(Includes students applying under *ADD/ADHD, illness, psychological, physical disability* or *fine motor disability* categories)

- extra time to work – specify courses _____
- extra time to rest (for medical treatment, fatigue, pain or anxiety/attention related conditions)
- scribe (includes extra time to compensate for the dictation process) – specify courses _____
- personal computer – specify courses _____
- diabetic provisions – bite-size food/drink
- diabetic provisions – blood testing (includes extra 5 minutes non-working time to check blood sugar)
- medication
- special desk
- padded chair/pillow/special chair
- 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 _____
- toilet breaks
- pregnancy provisions (can include food, drink, padded chair/pillow, toilet breaks, rest/feeding breaks, separate supervision or home/hospital supervision) – specify _____
- other _____

Hearing provisions – refer to and complete page 8

- extra time to work
- headphones
- individual audio CD
- written instructions with extra time to read the 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 (with crosshatching)
 - vision aids (magnification equipment – hand held or other)
 - coloured paper – specify colour _____ (standard colours are: blue, yellow, pink, green and sand)
 - extra time to read
 - extra time to work
 - extra time to rest
 - use of highlighter during reading time
 - assistance with reading/writing – circle need and specify courses _____
 - large print – specify: font size _____ font style _____ on A4 or A3 size paper (circle paper size needed)
 - brailled papers
 - braille (and Braille computer, computer with screen reading software)
 - special paper requirement (based on vision impairment) – details on page 9 to be provided by VES visiting teacher
- Applicants requesting oral reading, 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.

| |
|--|
| |
| |
| |
| |
| |

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 Course units | Final grade | Was assistance provided? |
|----------------------|-------------|--------------------------|
| _____ | _____ | Yes/No |
| _____ | _____ | Yes/No |
| _____ | _____ | Yes/No |
| _____ | _____ | Yes/No |
| _____ | _____ | Yes/No |
| _____ | _____ | Yes/No |

| Year 12 Course units | 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)

Please indicate **how** your condition affects you in examinations and timed assessments, and how special examination arrangements may assist you in the WACE examinations.

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?

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)

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.

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):

- _____
- _____
- _____
- _____
- _____
- _____

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 etc.)

Section D – Supporting information - learning disabilities

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

Psychometric test results

This section is **compulsory** for all students applying under learning disability provisions. All sections on this page **must** be completed. Only assessments conducted since 1 February 2009 will be considered. This information can be provided for other students if relevant to their application. 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 learning disabilities, the assessment tools used must be identified, and the report should include the results; an analysis of these results; and comments relating to factors such as student perseverance; attention and concentration; sequencing, planning and organisation; and written expression skills as they affect the student in the classroom.

Please attach a copy of the psychologist's report.

1. Cognitive Ability

| WISC IV * | Scores | Percentile | WAIS IV * | Scores | Percentile |
|--------------------|--------|------------|--------------------|--------|------------|
| Assessment date: | | | Assessment date: | | |
| Age at assessment: | | | Age at assessment: | | |
| VCI | | | VCI | | |
| PRI | | | POI | | |
| WMI | | | WMI | | |
| PSI | | | PSI | | |
| Full Scale IQ | | | VIQ | | |
| | | | PIQ | | |
| | | | Full Scale IQ | | |

Provide details of any significant discrepancies between domain scores, abnormal scatter within domains or results of clinical significance in relation to the above scores:

***If an alternative measure of cognitive ability is used, please provide details here.** (See website for more information.)

2. Phonological processing

| CTOPP *: | Scores | Results of clinical significance |
|----------|--------|----------------------------------|
| PA | | |
| PM | | |
| RAN | | |

***If an alternative measure of phonological processing is used, or other area of processing is viewed as impaired, please provide details here.**

3. Academic skills

Provide results of standardized assessments conducted in reading and written expression, plus spelling (if completed). Please highlight results of significance (relative to chronological age or cognitive ability) and indicate whether tests were timed or un-timed.

| Assessment date: | Test used | Results of clinical significance |
|------------------|-----------|----------------------------------|
| | | |
| | | |
| | | |
| | | |

Section D – Supporting information - learning disabilities, fine motor or physical disabilities or medical conditions affecting reading or writing ability.
(to be completed by school/relevant professional)

If applying for **extra time to work** on the basis of a **reading** disability, please complete the following information. The test results must be no more than 12 months old at time of application.

Reading results

I certify that I assessed Mr/Miss/Ms _____ on _____
(Student name) (Date)

and identified the following difficulties relating to timed assessments: _____

Please write details below.

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

Contact details: Address: _____

Email: _____ Telephone: _____

Signature: _____ Date of assessment: _____

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

| | |
|---------------------------|------------|
| Raw Score | /36 |
| Percentile Rank (Year 10) | |
| Stanine (Year 10) | |

(NB Please see p52 of the Teacher Manual for conversion of 3rd edition scores)

Handwriting results (to be completed by the occupational therapist or psychologist)

If applying for **extra writing time** 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.

I certify that I assessed Mr/Miss/Ms _____ on _____
(Student name) (Date)

and identified the following difficulties relating to timed assessments: _____

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
(Wallen, Bonney and Lennox, 1996)

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

Typing speed

| | |
|---------------------|--|
| Letters per minute | |
| Words per minute | |
| Typing Accuracy (%) | |

Comments

Section D – Supporting information - learning disabilities, fine motor or physical disabilities or medical conditions
(to be completed by the school)

All students applying for extra working time, a scribe, or a personal computer on the basis of a learning disability, a fine motor or physical disability or severe health 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 Curriculum Council. 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 an essay (usually handwritten) from an assessment that the student has recently completed in a class test or examination. The genre chosen must be comparable to the essay topic in essay one. 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 are not suitable. Please complete the **pink** cover sheet and attach to the completed 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 Curriculum Council and strictly five minutes reading time and 30 minutes typing time are to be provided (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 candidate completing this evidence, schools should request the confidential essay topics from the examination logistics section of the Curriculum Council. 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 requested, all essays should be completed on paper of that same colour.

To obtain essay topics, please phone the Curriculum Council on 9273 6307 and request the special examination arrangements essay information, specifying whether your student is applying for additional 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 form and comply with the above instructions. Unsuitable essays or those with partially completed cover sheets may be returned.

Attach all essays to 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 medical practitioner/registered health professional)

Student name: _____

If you have applied for hearing provisions, please complete the following. Note that the audiogram must be no more than 12 months old at the time of application.

| | |
|--|---------------------------|
| <i>Please write details below or use official stamp.</i> | |
| Name of the person who administered this test: _____ | Profession: _____ |
| Contact details: Address: _____ | |
| Telephone: _____ | Facsimile: _____ |
| 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 November 2011?

Unaided audiogram - Please attach the unaided audiogram and report.

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

Student name: _____

| | |
|--|---------------------------|
| <i>Please write details below or use official stamp.</i> | |
| Name of the person who administered this test: _____ | Profession: _____ |
| Contact details: Address: _____ | |
| Telephone: _____ | Facsimile: _____ |
| 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 November 2011?

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 examinations)

Student name: _____

An appropriate person should complete this section for **any** student with a vision impairment or a fine motor or physical disability who **requires a specially modified paper**.

For students with a vision impairment, this will be the **Vision Education Service visiting teacher**.

For students with a 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 VES/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 _____
- 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 _____

Additional details of the student's special paper requirements may be attached.

If studying a course with optional sections, e.g. Music or History (Ancient or Modern), give details of the section/s to be completed in the examination.

Comments:

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: _____ Facsimile: _____

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 November 2011?

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 that I have not altered any information submitted in this application.
- I authorise the Curriculum Council to access additional information relevant to this application.
- I give the Curriculum Council 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:

- 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 – 2011

27 May 2011
July 2011

Closing date for applications for special examination arrangements. Students and schools are advised of the outcome of their applications for special examination arrangements.

29 July 2011

Closing date for applications for special format practical examinations in Physical Education Studies and Dance.

30 September 2011

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

1 October 2011

Start of the practical WACE examinations.

31 October 2011

Start of the written WACE examinations.

Section G – General information about special examination arrangements in 2011

The following special examination arrangements have been granted to candidates identified as having a permanent or temporary disability. The following is intended as a guide to schools in their case management of students who have been identified as having a permanent or temporary disability. These guidelines acknowledge that, without special examination arrangements, a student who has an existing physical, medical, sensory, neurological or psychological condition may not be able to demonstrate his/her knowledge, understanding and skills in a timed assessment. The Curriculum Council 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 Council will consider the demonstrated functional impact of the disability in an examination environment.

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.

Further information regarding special examination arrangements is published on the Curriculum Council's website http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Exam_Information/Special_Provisions. All other enquiries regarding special examination arrangements can be directed to the Examination Coordinator (Special Provisions) at the Curriculum Council on 9273 6307.

Assistance for medical conditions

An application for special examination arrangements based on severe health impairment or significant physical disability needs to be substantiated with evidence from an independent professional as detailed below. The evidence must be current.

| 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 | Extra time to rest, extra time to work, separate supervision, permission to move, toilet breaks | Specialist medical report Learning disability 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 (e.g. chronic fatigue syndrome, post-viral syndrome, glandular fever) | Extra time to rest, permission to take medication, home supervision, extra time to work | Current medical report School case management comments * |
| Diabetes | Need to maintain blood sugar levels | Food/drink, glucometer readings, permission to take medication, permission to leave the room under supervision, extra time to rest | Current medical report |
| Hand/arm injury | Difficulty writing, pain, excessive fatigue with writing | Extra time to rest, extra time to write, scribe, computer | Current medical report 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, permission to take medication, extra time to work | Specialist medical report School case management comments * |
| Head injury – severe (sustained more than two years ago) | Covered by learning disability arrangements | | |
| Obsessive-compulsive disorder/depression | Difficulty with cognition/concentration | Extra time to work | Specialist medical report School case management comments * |
| 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 |
| Pregnancy | In hospital for birth | Toilet breaks, food/drink, special chair, permission to move, extra time to rest, home/hospital supervision | Current medical report giving expected date of delivery |
| Significant physical disability | Paraplegia, Muscular Dystrophy, Cerebral Palsy etc | Special desk/chair, permission to stretch, extra time to rest, toilet breaks, extra time to work, separate supervision, scribe/computer, special paper | Specialist medical report OT report School case management comments * |

*If the application is for extra writing time, a scribe or a computer, students will be required to submit essays as required for a learning disability (see page 7)

Section G – General information about special examination arrangements continued

Assistance for 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/or cognitive ability. In most 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, but 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:

- Normative assessments – WISC IV 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.

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 disabilities.

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 non-working time and the use of magnification aids are conditions usually granted to vision impaired students. Special examination arrangements for candidates with vision impairment are granted on the recommendation of the Vision Education Service.

Assistance for hearing impairment

Candidates with a severe hearing impairment may be granted a supervisor who can answer questions relating to organisational matters and assist with vocabulary during reading time. The maximum amount of additional reading time is ten minutes. All oral instructions will be provided in writing. Special examination arrangements for candidates with a hearing impairment are granted on the recommendation of the WA Institute for Deaf Education, after consideration of the impact of the hearing impairment in the examination situation.

Details of arrangements provided

1. **Additional reading time** is usually provided only for candidates who have a severe vision or hearing impairment. The candidate is usually permitted to commence reading time ten minutes before other candidates and finish reading time at the same time. The extent of additional time given will depend on the degree of impairment and the nature of the course. The maximum amount of additional reading time is ten minutes.
2. **Additional time to work** may be granted for the 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 Curriculum Council.
3. **Non-working (rest) time** of up to five minutes every half hour, to a maximum of 25 minutes, 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, refocus on the examination and so on. Rest time 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 Curriculum Council.
4. **Paper modification:** Papers may be enlarged, translated into Braille or varied in colour for candidates with vision impairment.
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 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. The use of spelling and grammar checks is, however, not allowed. Additional working time is not usually allowed. Scripts that are produced by computer may, at the discretion of the chief marker, be transcribed into handwriting before marking. Poor handwriting is not considered a disability that necessitates a computer unless it results from a diagnosed disabling condition. 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 Curriculum Council.
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. Candidates who are granted recorded examinations will sit their examinations at a venue designated by the Curriculum Council.
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.