



# Guidelines for disability adjustments for timed assessments

- **NAPLAN**
- **OLNA**
- **Externally set tasks (ESTs)**
- **ATAR course examinations**
- **School-based assessment for WACE courses**

**Information for principals and assessment coordinators**

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## Introduction

The School Curriculum and Standards Authority recognises that access to timed assessments could be significantly affected for students with a diagnosed disability, impairment or medical condition. Adjustments may need to be made for these students to access the assessment equitably. Evidence of the diagnosis is required for approval of adjustments for students with a disability and/or medical condition.

This document provides a summary of the adjustments that may be appropriate for a particular student in NAPLAN, OLNA, ESTs, school-based timed assessments for courses and ATAR course examinations. Schools should refer to the respective manual/handbooks for each assessment to determine who is able to approve the adjustment and what evidence to support the approval is required to be collected.

## ***Disability Discrimination Act and Disability Standards for Education***

The *Disability Standards for Education 2005* (the Standards) provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students and outline the obligations of education providers under the *Disability Discrimination Act 1992*.

The Standards outline legal obligations and responsibilities of educational authorities and education providers. Key to meeting obligations and ensuring maximum participation in the timed assessment is to make reasonable adjustments where necessary for students with disability.

The term 'reasonable adjustment' is described in Section 3.4 of the Standards as a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

The following information is intended to assist decision-making for determining reasonable adjustments for students with disability and should be considered in conjunction with the *Disability Discrimination Act 1992* and the Standards.

## Consider the disability

Adjustments may be considered only for students who have a diagnosis from a relevant specialised medical professional that effectively states the student's disability diminishes test accessibility, and that the provision of a specific adjustment would restore test accessibility for that student, so long as that adjustment is permissible for the assessment in question.

Schools should consider the evidence available to determine the appropriateness of the adjustment required. A detailed assessment, which might include an independent assessment completed by an appropriately qualified expert, may be required to determine what adjustments are necessary for a student. Adjustments may not be required for a student with disability in some circumstances.

Examples of evidence in addition to a diagnosis could include:

- health reports
- reading test scores
- adjustments used regularly for school-based assessments.

Evidence that has been used to inform decisions must be retained by the school for four years or until the student has exited Year 12.

The adjustment considered must be in the context of the assessment. The following items are important to remember when considering the implementation of adjustments in Authority-managed timed assessments.

- Adjustments should generally reflect the kind of support and assistance provided in the classroom for assessment activities in order for students to demonstrate what they know and can do.
- Adjustments should enable students with disability to access the assessment. A student may have access to more than one adjustment in any one assessment, and adjustments may be different for different components for a given student.
- When providing adjustments, the integrity of the assessment and its protocols for administration should be maintained. For example, reading the stimulus material and/or questions to a student during the reading test is not appropriate or permitted, even if this is what usually happens for the student.
- The requirement for extra time to work will need to be considered separately for each of the components of the timed assessments, taking into account the nature of the work required in each.

## Learning disorder diagnosis

The Authority requires a diagnosis of a learning disorder that uses the DSM V<sup>1</sup> criteria guidelines. These guidelines specify that specific learning disorders with impairment in reading (dyslexia), and/or impairment in writing are diagnosed through a clinical review of an individual's developmental, mental, educational, and family history, reports of test scores and teacher observations and response to academic intervention.<sup>2</sup> A psychologist is best placed to undertake this assessment.

The diagnosis of dyslexia or any other specific learning disability cannot be made by someone who assesses vision, hearing, movement or any other skill in isolation.

## Student and/or parent discussion

Before making an adjustment, the principal or delegated authority in the school must discuss with the student (or parent/guardian) the following:

- whether the adjustment is reasonable

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<sup>1</sup> Diagnostic and statistical manual of mental disorders Version 5

<sup>2</sup> DSF *Understanding Learning Difficulties: A practical guide* page 16

- the extent to which the adjustment would enable participation in the timed assessment on the same basis as a student without disability
- whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

When adjustments have been determined the Authority recommends that schools develop and implement an appropriate plan for school-based assessments.

## Types of adjustments

The following types of adjustments may be typically provided, depending on the assessment.

1. Rest breaks
2. Extra time to work
3. Special format papers – large print, Braille, black and white print
4. Oral/sign support
5. Support person
  - a. Reader
  - b. Scribe
6. Use of a computer/assistive technology – not applicable for OLNA
7. Modification to environment, e.g. separate supervision, special furniture, lighting
8. Access to medication, e.g. diabetic support

### 1. Rest breaks

Rest breaks are appropriate when a student is physically or psychologically incapable of completing an assessment in the continuous period specified for that assessment.

The effectiveness of rest breaks will generally be evident from the student's use of that adjustment in classwork and internal assessment tasks of a similar length to the assessment. It should be clear to teachers that the student is more focused, alert or productive after taking a break.

#### **NAPLAN**

Generally, it is recommended that no more than 10 minutes of rest time per 30 minutes of test time be granted; however, in some cases up to an additional 15 minutes per 30 minutes of published test time may be provided.

Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both extra time and rest breaks are necessary.

#### **OLNA**

Rest breaks are usually for up to 5 minutes per 30 minutes. Students approved for this adjustment may take a rest break at times of their own choosing.

The assessment will be adjusted for these students to include a pause function. The pause function will enable students to pause and resume the assessment to allow for rest breaks at required intervals. This adjustment does not affect the overall working time for the assessment.

### **ESTs**

Rest breaks are usually for up to 5 minutes per 30 minutes. Students utilising this adjustment may take a rest break at times of their own choosing. This adjustment does not affect the overall working time for the assessment.

### **ATAR course examinations and school-based assessment**

Rest breaks are usually for up to 5 minutes per 30 minutes. Students utilising this adjustment may take a rest break at times of their own choosing.

The duration of rest breaks will be recorded to ensure the student is provided with the full amount of working time for the examination.

## **2. Extra time to work**

Extra time to work is appropriate for a student:

- with a diagnosed learning disorder who demonstrates a low reading comprehension score or written expression score on a standardised reading test or standardised test of written expression
- with physical disability that significantly inhibits handwriting or use of a keyboard or tablet
- with vision impairment for whom standard question/answer booklets or standard screen adjustments will not provide reasonable access
- who is working with a scribe or support person.

Generally, it is recommended that schools grant no more than five minutes of extra time per half hour of assessment time.

### **NAPLAN**

Generally, it is recommended that no more than 5 minutes of extra time per half hour of test time be granted; however, in some cases up to an additional 15 minutes per half hour of published test time may be provided.

### **OLNA**

The Authority will adjust the maximum amount of time allowed for approved students to complete the assessment to include the extra time. Generally, it is recommended that schools not grant more than 10 minutes of extra time for each one hour assessment, however, in some cases, up to an additional 30 minutes for each one hour assessment may be provided.

### **ESTs**

In general, a maximum of ten minutes for a one hour test (or the pro rata equivalent for shorter test) is approved.

### **ATAR course examinations and school-based assessment**

In general, a maximum of 30 minutes for a three-hour examination (or the pro rata equivalent for shorter examinations) is granted.

## **3. Special format assessment**

Some vision impaired students will need additional or atypical adjustments such as a modified assessment, cross-hatching of maps or illustrations, printed on coloured paper or printed with a larger font.

### **NAPLAN**

- Various formats of large print test books are available for students with a vision impairment who generally access their classroom assessment in this manner.
- Black and white print test books are available for students who generally access their classroom assessments in this manner. Black and white test books may be copied onto coloured paper or used with coloured overlays.
- Braille test books are available for students who usually use Braille in their classroom assessment.
- Electronic test format is limited to those students with disability who are unable to access the tests through any of the other adjustments available, including the use of assistive technology.
- All alternative test format materials must be ordered in advance through the Authority.

### **OLNA**

Students with vision impairment who are unable to adjust the online format sufficiently to meet their access needs can be provided with a Braille format for each component of the assessment. Principals must advise the Authority of this need at least four months before the scheduled assessment.

### **ESTs**

Schools who have students with vision impairment who require the task formatted in Braille must inform the Authority in February preceding the assessment. For other types of formatting, the school will be responsible for making these adjustments when they print the task.

### **ATAR course examinations and school-based assessment**

Students with sensory impairment or significant physical disability where their disability will prevent them accessing the standard format may be provided with the examination in an appropriate format.

## **4. Oral/sign support**

Students who are deaf or have a hearing impairment may access oral or signed communication (e.g. Auslan). The support person must be a skilled and familiar communication partner with the student and is permitted to read or sign the instructions in all assessments.

Parents, family members or another student are not permitted to be used as a support person.

### **NAPLAN**

Signing is permitted only for those sections of the tests that can be read to non-hearing impaired students.

### **OLNA**

Supervisor instructions may need to be given in writing.

### **ESTs**

Signing is permitted only for those sections of the tests that can be read to non-hearing impaired students.

### **ATAR course examinations and school-based assessment**

Signing is permitted in all aspects of the examination.

## 5. Support person

A support person, such as a reader or scribe, can provide different types of support to help students with disability access timed assessments.

Parents, family members or another student are not permitted to be used as a support person.

### **NAPLAN**

A NAPLAN support person can be used for the NAPLAN reading, language conventions and numeracy tests. A NAPLAN support person is not allowed for the writing test. (A scribe is the appropriate equivalent adjustment for the writing test).

A NAPLAN support person is officially engaged by the school and can undertake tasks such as shading bubbles indicated by the student or writing short responses or answers dictated by the student. More information on NAPLAN support persons can be found in the *National protocols for test administration*.

The support person:

- cannot be a person with responsibility for administering the timed assessment
- can be a teacher
- can be another appropriate person engaged by the school.

### **OLNA**

A support person can be used for the OLNA reading and numeracy components. A support person is not allowed for the writing component. (A scribe is the appropriate equivalent adjustment for the writing component).

A support person may be a teacher or person officially engaged by the school to assist students with disability to access the assessment by navigating the online environment and/or selecting responses to multiple-choice items in the reading and/or numeracy components as indicated by the student.

A support person can read aloud only those elements of the assessment that can be read to all students.

### **ESTs**

A support person may be granted for students with a physical disability who are unable to manipulate the test materials by themselves. The support person cannot be the teacher or person with responsibility for administering the timed assessment.

### **ATAR course examinations and school-based assessment**

A support person may be granted for students with a physical disability who are unable to manipulate the examination materials by themselves.

The support person:

- cannot be a person with responsibility for administering the timed assessment
- must not be a person likely to have a conflict of interest
- can be another appropriate person engaged by the school.

## 5(a) Reader

### **NAPLAN and OLNA**

Reading to a student is not considered an adjustment for disability for NAPLAN or OLNA as:

- *all students* can ask to have the instructions for all tests, the numeracy questions (but not the numerals or symbols), and the writing prompt read to them; and
- *no students* can have stimulus materials or questions read to them in reading and language conventions.

Either the supervising teacher or a support person may read questions where permitted.

### **ESTs**

A reader or recorded test may be granted for a candidate with a reading disorder or vision impairment where the disability will prevent them from accessing the content of a standard written examination.

### **ATAR course examinations and school-based assessment**

A recorded examination may be granted for a candidate with a reading disorder or vision impairment where the disability will prevent them from accessing the content of a standard written examination.

## 5(b) Scribe

Students with physical disability who are unable to write or type may need to be supported with a scribe.

### **NAPLAN**

A scribe can be used for the NAPLAN writing test to assist a student with disability, provided the student has been using a scribe in their regular class assessments. Scribes must have experience working as a scribe, be officially and regularly engaged by the school, and be aware of and abide by the NAPLAN scribe rules. Note that a scribe is not permitted for a student with a temporary injury.

The scribe rules explain requirements such as writing as the student dictates, and not suggesting or prompting the student for ideas or words. The scribe rules can be found in the *National protocols for test administration* and *Handbook for principals*.

### **OLNA**

A scribe can be used for the OLNA writing component to assist a student with physical disability who is unable to type.

The assistance of a scribe is to enable the student to access to the writing component. The assistance of a scribe must not improve student performance.

The person appointed as a scribe must:

- have experience as a scribe
- be an adult
- not be related to the student
- comply with OLNA *Code of conduct* and the procedure for the provision of a scribe.

Ideally, the scribe should be familiar with the student and be regularly engaged by the school to provide assistance.

Students who are granted a scribe in the writing component are required to undertake a spelling test.

Further information regarding the role of a scribe is available in *the OLNA Handbook*.

### **ATAR course examinations and school-based assessment**

A scribe may be granted for students with a writing or physical disability. Where a scribe is provided, additional working time is also allowed to compensate for delays in the communication of instructions.

## **6. Use of a computer/assistive technology**

### **NAPLAN**

Use of a computer may be permitted for all tests by students with disability who usually use this adjustment for their usual classroom assessments and for students with temporary injuries such as a broken arm. Schools must seek advice and/or approval from the Authority for this adjustment prior to testing.

- ✓ Software providing text-to-speech outputs is permitted to enable students with disability who usually use this type of adjustment to access their own responses in all tests, where appropriate.

Unacceptable aspects of computer use include:

- ✗ word prediction
- ✗ spelling and grammar checking
- ✗ text-to-speech software for Language Conventions and Reading tests
- ✗ calculator use (during the non-calculator numeracy tests)
- ✗ internet/internal network access.

### **OLNA**

Not applicable

### **ESTs**

Students 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 by the school, the use of a computer. Spelling and grammar checks are not allowed. Additional working time is not usually allowed. Poor handwriting is not considered a disability that necessitates a computer unless it results from a diagnosed disabling condition. A computer is not suited to assessments requiring equations or calculations.

### **ATAR course examinations and school-based assessment**

Students 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. Spelling and grammar checks are not allowed. Additional working time is not usually allowed if assistive technology is provided. 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. Vision impaired students may be granted a Braille computer and/or a computer with voice output in some courses.

Students who are granted a computer for the ATAR course examinations will sit their examinations at a venue designated by the Authority.

## 7. Modification to environment

For NAPLAN, OLNA, ESTs and school-based assessment of ATAR courses, the principal may approve arrangements for separate supervision, special furniture, lighting or other environmental conditions.

## 8. Access to medication

For the ongoing treatment for medical conditions, such as diabetes and ADD/ADHD, medication may be taken in and consumed during a timed assessment. For NAPLAN, OLNA, ESTs and school-based assessment of ATAR courses, the principal may approve this arrangement. No additional time is provided for the taking of medication.

## Application for adjustments for disability

### **NAPLAN**

Adjustments are provided to students with disability to support access to the tests and encourage maximum participation. These adjustments are detailed in the *National protocols for test administration* (<http://www.nap.edu.au/naplan/school-support/national-protocols.html>) and the *Handbook for principals* ([http://www.scsa.wa.edu.au/internet/Years\\_K10/NAPLAN/Schools/Publications](http://www.scsa.wa.edu.au/internet/Years_K10/NAPLAN/Schools/Publications))

ACARA has developed example [adjustment scenarios](#) demonstrating the application of adjustments permitted in NAPLAN tests. These scenarios were developed to support schools in their assessment of students requiring adjustments to participate in NAPLAN tests. They can be found on the following URL: <http://www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability/disability-adjustments-scenarios.html>

Schools must submit applications for, and receive approval from, the Authority, as the test administration authority for Western Australia, for the following adjustments on the prescribed form before the date indicated on the form:

- alternative print formats
- electronic test format
- use of a scribe for the Writing test; and use of assistive technology/computer.

All other adjustments are made at the discretion of the school, with decisions based on their documented evidence of diagnosis of the disability and the usual practice within the school in assessment situations.

### **OLNA**

Schools must advise the Authority by the specified date of any student needing adjustments. Principals must forward by the specified date an electronically completed copy of the OLNA Disability adjustments request form by email to [olna@scsa.wa.edu.au](mailto:olna@scsa.wa.edu.au) with the subject title: OLNA\_Schoolname\_Disability\_Adjustments.

Late applications cannot be accepted due to the programming required to accommodate the needs of these students. Students needing special adjustments who have not been registered by the due date will need to sit the assessment in the next assessment window. Alternatively, students may choose to sit the assessment under standard conditions in the current assessment window and apply for special adjustments for the next sitting if required.

Principals must document all adjustment arrangements and keep a record for audit purposes. Where it is deemed by the Authority that a student has been provided with disability adjustments without sufficient evidence of need, and that the student has been advantaged by this action, any assessment results may be invalidated, and the student may be required to re-sit the assessment without the adjustment.

### **ESTs**

Schools do not need to advise the Authority of any student needing special provisions unless the EST needs to be formatted in Braille. In this case, the school must notify the Authority by the designated date in February.

Principals must document all adjustment arrangements and keep a record for audit purposes. Where it is deemed by the Authority that a student has been provided with disability adjustments without sufficient evidence of need, and that the student has been advantaged by this action, any assessment results may be invalidated.

### **ATAR course examinations and school-based assessment**

Schools must make application to the Authority for any change to standard examination arrangements using the prescribed form submitted by the advertised date in May for the approval of special arrangements in the ATAR course examinations. Application forms are sent to schools in February.

The form requires statements from the candidate's medical practitioner, psychologist or other relevant health professional to gauge the nature and extent of the candidate's disability/illness and its impact on performance in timed assessments. The application must include a statement from the student and case manager, and in some situations work samples. These statements are neither conclusive nor binding on the Authority and the independent assessors will consider the weight to be given to them on a case-by-case basis. The fact that a candidate has a disability does not automatically entitle that candidate to special examination arrangements.

After examining all evidence presented in respect of a candidate's situation, it is possible that the candidate may be offered arrangements that differ from those that the school was providing. This is to ensure equity of support and consistency of accommodations for all candidates demonstrating the same level of disability.

## **Further information**

Principals who require further advice or assistance in determining appropriate disability adjustments should contact:

NAPLAN.....	<a href="mailto:naplan@scsa.wa.edu.au">naplan@scsa.wa.edu.au</a>
OLNA.....	<a href="mailto:olna@scsa.wa.edu.au">olna@scsa.wa.edu.au</a>
ESTs.....	<a href="mailto:info@scsa.wa.edu.au">info@scsa.wa.edu.au</a>
ATAR course examinations .....	<a href="mailto:exams@scsa.wa.edu.au">exams@scsa.wa.edu.au</a>

## Conditions and the possible arrangements for timed assessments

The table below reflects the most usual conditions under which special arrangements can be provided for the ATAR course examinations. The provision listed as available may not be relevant or permitted in the shorter NAPLAN, OLN and EST assessments.

Possible difficulty/impairment in timed assessment		Possible provisions available (dependent on functional impact of condition)	Minimum documentation*
ADD/ADHD	Concentration, organisation and planning difficulties	Extra time to rest, permission to take medication	Specialist medical report School case management comments
Anorexia nervosa	Concentration, fatigue, difficulty with prolonged sitting	Rest breaks, hospital exam, enlargement of examination script	Specialist medical report School case management comments
Arthritis	Discomfort/pain, difficulty with prolonged sitting or writing	Rest breaks, specialised equipment	Current medical report School case management comments
Autism spectrum disorder	Concentration difficulties, anxiety preventing performance in a group situation (Must demonstrate current functional impact)	Specified seating, extra time to rest, extra time to work (if justified), separate supervision, permission to move	Specialist medical report Learning 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
Bowel problems	Discomfort/pain, frequent visits to toilet	Rest breaks, out of order seating	Current medical report
Broken arm (writing hand)	Discomfort/pain, unable to write	Extra working time and use of a scribe	Current medical report
Broken leg	Discomfort/pain	Ergonomic furniture/footrest	Current medical report

Possible difficulty/impairment in timed assessment		Possible provisions available (dependent on functional impact of condition)	Minimum documentation*
Cancer	Discomfort/pain, fatigue, reduced immunity, need for medical treatment, nausea	Rest breaks or extra working time dependent on the individual, food/drink, permission to take medication, hospital or home exam	Specialist medical report School case management comments
Carpal tunnel syndrome	Discomfort/pain with writing	Rest breaks	Specialist medical report School case management comments
Cerebral palsy	Impaired capacity to write or handle examination materials, fatigue	Rest breaks and/or extra working time dependent on the individual, use of a computer/scribe	Specialist medical report School case management comments
Chronic fatigue syndrome	Tiredness/inability to concentrate due to illness (including post-viral syndrome, glandular fever)	Extra time to rest, permission to take medication, food/drink	Current medical report School case management comments
Colour blindness	Unable to distinguish between certain colours	Relevant coloured sections of the assessment modified, magnification aids, enlarged colour pictures/diagrams, black and white pictures/diagrams	Specialist medical report School case-management comments
Crohn's disease	Discomfort/pain, frequent visits to toilet	Rest breaks, food and drink, permission to take medication, out of order seating	Current medical report School case management comments
Depression (severe)	Concentration, organisation and planning difficulties	Rest breaks or extra working time	Specialist medical report School case management comments

Possible difficulty/impairment in timed assessment		Possible provisions available (dependent on functional impact of condition)	Minimum documentation*
Diabetes	Need to maintain blood sugar levels	Food/drink, glucometer readings, permission to take medication, extra time to rest	Current medical report
Dyspraxia	Difficulty planning and coordinating physical movement	Modified writing lines, extra working time	Specialist medical report School case management comments
Epilepsy	Disruption to other candidates, risk of injury	Out of order seating, medication	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	Covered by learning disability arrangements	Covered by learning disability arrangements
Hearing impairment	Difficulty following supervisors' instructions, difficulty hearing listening components, impaired use of written language, fatigue	Instructions in writing, special equipment. Interpreter, additional reading or working time or rest breaks dependent on the individual	Current medical report School case management comments*
Infectious illness	Contagious for other candidates	Hospital or home exam	Current medical report

Possible difficulty/impairment in timed assessment		Possible provisions available (dependent on functional impact of condition)	Minimum documentation*
Irlen Syndrome (scotopic sensitivity)	Difficulty working from white paper	Coloured overlay or coloured examination papers and answer booklets	Specialist medical report School case management comments
Motor disability	Difficulty writing, pain, excessive fatigue with writing	Extra working time, special format papers, use of a computer/scribe	Specialist medical report School case management comments*
Muscular dystrophy	Difficulty writing, pain, excessive fatigue with writing	Extra working time and/or rest breaks dependent on the individual, use of a computer/scribe	Specialist medical report School case management comments*
Muscular problems	Difficulty writing, pain, excessive fatigue with writing	Rest breaks, specialised equipment	Current medical report
Neurological disability	Difficulty writing, pain, excessive fatigue with writing, impaired processing	Extra working time, rest breaks, specialised equipment	Specialist medical report School case management comments*
Obsessive-compulsive disorder/severe depression	Difficulty with cognition/concentration, repetitive behaviours	Extra time to rest, extra time to work	Specialist medical report School case management comments*
Organ transplants (recent)	Discomfort/pain, fatigue, reduced immunity, need for medical treatment	Extra working time and/or rest breaks dependent on the individual	Specialist medical report School case management comments*
Panic attacks	Concentration difficulty, anxiety preventing performance in a group situation	Specified seating near exit/window/door, rest breaks	Specialist medical report School case management comments

Possible difficulty/impairment in timed assessment		Possible provisions available (dependent on functional impact of condition)	Minimum documentation*
Paraplegia	Difficulty writing, pain, excessive fatigue with writing	Extra working time and/or rest breaks dependent on the individual, specialised equipment, use of a computer/scribe	Specialist medical report School case management comments*
Pregnancy	In hospital for birth, difficulty with prolonged sitting, frequent visits to toilet	Toilet breaks, food/drink, special chair, permission to move, extra time to rest, home/hospital supervision	Current medical report giving expected date of delivery
Psychological/clinical anxiety	Concentration difficulty, anxiety preventing performance in a group situation	Extra time to rest, specified seating near window/door, permission to take medication, separate supervision	Specialist medical report School case management comments
Quadriplegia	Difficulty writing, pain, excessive fatigue with writing	Extra working time and/or rest breaks dependent on the individual, use of a computer/scribe	Specialist medical report School case management comments*
Rheumatism	Difficulty writing, pain, excessive fatigue with writing	Extra working time, specialised equipment, rest breaks	Specialist medical report School case management comments*
Scoliosis	Discomfort/pain, difficulty with prolonged sitting	Rest breaks, ergonomic furniture	Current medical report
Significant physical disability	Paraplegia, Muscular Dystrophy, Cerebral Palsy, etc	Special desk/chair, permission to stretch, rest breaks, toilet breaks, extra time to work, separate supervision, scribe/computer, special paper	Specialist medical report OT report School case management comments*
Specific learning disorder in mathematics (dyscalculia)	Difficulties in use of arithmetic skills	Extra working time	Specialist psychologist report School case management comments

Possible difficulty/impairment in timed assessment		Possible provisions available (dependent on functional impact of condition)	Minimum documentation*
Specific learning disorder in reading (dyslexia)	Difficulties with reading and spelling	Extra working time	Specialist psychologist report School case management comments*
Specific learning disorder in written expression (language-based dysgraphia)	Difficulties with written expression, spelling and handwriting	Dotted thirds lines for essays, rest breaks, extra working time, use of a computer/scribe	Specialist medical report (Occupational Therapist) School case management comments*
Stammer/stutter	Difficulty speaking in an oral test or examination	Additional time for oral test or examinations	Specialist medical report
Sweaty palms	Difficulty writing	Hand towel, rest breaks	Current medical report
Tendinitis	Difficulty writing, pain, excessive fatigue with writing	Rest breaks, specialised equipment	Specialist medical report School case management comments
Tourette syndrome	Anxiety preventing performance in a group situation, tics disturb other candidates, tics disrupt writing	Rest breaks and/or separate room, extra working time	Specialist medical report School case management comments*
Tremor	Difficulty writing, pain, excessive fatigue with writing	Extra working time, use of a computer/scribe	Specialist medical report School case management comments
Vision impairment	Difficulties with reading and writing	Extra working time, use of a computer, modification of the assessment format	Specialist medical report School case management comments

\* If requesting extra working time in the ATAR course examinations, students will be required to submit essay samples as required for a learning disorder.

The provision of the arrangements should be based upon the demonstrated functional impact of the condition in the specific timed assessment being undertaken by the student. Generally the approved arrangements are not cumulative, except for severe disabilities.

## Special arrangements for specific learning disorders in timed assessments

### (e.g. dyslexia, dysgraphia and dyscalculia)

Students with a learning disability may 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. A learning disability is presumed to be intrinsic to the individual and long-term, but is not considered to be the direct result of intellectual disability, physical disability, sensory impairment, or a primary emotional difficulty. Neither does a learning disability appear to derive directly from inadequate environmental influences, or from the lack of an appropriate educational experience.

	NAPLAN	OLNA	EST	ATAR course examinations
Purpose of assessment	All national assessment of skills in literacy and numeracy, made up of tests in four areas: reading, writing, language conventions (spelling and grammar and punctuation) and numeracy. All students are required to participate.	An assessment of the minimum standard of reading, writing and numeracy skills needed to meet the demands of everyday life and work.  All students are required to demonstrate minimum standard of reading, writing and numeracy skills for WACE achievement.	An externally set task (by the Authority) which is used to ensure fair assessment for Year 12 General and Foundation courses. It is used to provide feedback to teachers regarding their marking standard.	To assess the knowledge and understandings of the curriculum as specified for the course. This enables TISC to rank candidates for university entry.
Form of assessment	Four pen and paper tests: <ul style="list-style-type: none"> <li>range from 40 to 65 minutes in length</li> <li>multiple-choice and open-response questions</li> </ul>	Series of three one-hour online tests  Numeracy and Reading: <ul style="list-style-type: none"> <li>multiple-choice answers</li> </ul> Writing: <ul style="list-style-type: none"> <li>typed response of up to 600 words</li> </ul>	Hand-written test for one hour for each Year 12 General and Foundation course	Hand-written examination of up to three hours working time for each ATAR course
Year/s level	3, 5, 7, 9	10, 11, 12	12	12

	NAPLAN	OLNA	EST	ATAR course examinations
Person/body which approves special arrangements	Principal and/or Authority depending on adjustment required	Principal	Principal	School Curriculum and Standards Authority
Evidence of learning disorder required for approval of assessment adjustments	Proof of diagnosis of disorder according to current Diagnostic and Statistical Manual of Mental Disorders Version 5 (DSM V) criteria, and demonstration of functional impact in the examinations being undertaken (nature of the assessment, amount of reading, amount of writing)	Proof of diagnosis of disorder according to current Diagnostic and Statistical Manual of Mental Disorders Version 5 (DSM V) criteria, and demonstration of functional impact in the examinations being undertaken (nature of the assessment, amount of reading, amount of writing)	Proof of diagnosis of disorder according to current Diagnostic and Statistical Manual of Mental Disorders Version 5 (DSM V) criteria, and demonstration of functional impact in the examinations being undertaken (nature of the assessment, amount of reading, amount of writing)	Proof of diagnosis of disorder according to current Diagnostic and Statistical Manual of Mental Disorders Version 5 (DSM V) criteria, and demonstration of functional impact in the examinations being undertaken (nature of the assessment, amount of reading, amount of writing)

	NAPLAN	OLNA	EST	ATAR course examinations
Possible adjustments	<p>Dependent on specific disorder:</p> <ul style="list-style-type: none"> <li>• Extra working time</li> <li>• Rest breaks (dysgraphia only)</li> <li>• Scribe for Writing test (dysgraphia only)</li> <li>• NAPLAN support person – (dysgraphia only)</li> <li>• Assistive technology/ computers (dysgraphia only)</li> <li>• Black and white print format (dyslexia)</li> <li>• Reading is not considered an adjustment for disability as <i>all students</i> can ask to have numeracy questions and the writing prompt read to them and <i>no students</i> can have the stimulus material or questions read to them in reading and language conventions.</li> </ul>	<p>Dependent on type of specific learning disorder and its demonstrated functional impact. All tests</p> <ul style="list-style-type: none"> <li>• Extra working time</li> <li>• Rest breaks (dysgraphia only)</li> <li>• Support person – scribe or computer operator (dysgraphia only)</li> <li>• Reading is not considered an adjustment for disability as <i>all students</i> can ask to have numeracy questions and the writing prompt read to them and <i>no students</i> can have the stimulus material or questions read to them in reading.</li> </ul>	<p>Dependent on type of specific learning disorder and its demonstrated functional impact. All tests</p> <ul style="list-style-type: none"> <li>• Extra working time</li> <li>• Rest breaks (dysgraphia only)</li> <li>• Scribe or computer (dysgraphia only)</li> <li>• Reading of the task (dyslexia)</li> </ul>	<p>Dependent on type of specific learning disorder and its demonstrated functional impact. Frequently, extra working time. Could also include scribe, oral reading of examination, use of a computer.</p>
Notification to Authority of adjustments	<p>Applications to the Authority must be made by the school for alternative print formats; use of a scribe for the Writing test; and use of assistive technology/ computer on the prescribed form. Supporting documentation is to be retained at the school. All adjustments accessed during the test by a student will be recorded on the Participation Website.</p>	<p>Schools must advise the Authority of any student approved for rest breaks, extra working time or scribe. Supporting documentation is to be retained at the school.</p>	<p>Nil, unless the task needs to be formatted in Braille. Supporting documentation is to be retained at the school.</p>	<p>Application by the school. Application process which includes a form, diagnostic report, case management including success of targeted intervention and trialling of special arrangements, work samples.</p>

	NAPLAN	OLNA	EST	ATAR course examinations
Sources of truth (publication)	<i>National protocols for test administration; Handbook for principals; Test administration handbook for teachers</i>	Online Literacy and Numeracy Assessment Handbook	Externally Set Tasks Handbook	The Authority's website <a href="http://www.scsa.wa.edu.au/inter-net/Senior_Secondary/WACE_Examinations/Special_Provisions">http://www.scsa.wa.edu.au/inter-net/Senior_Secondary/WACE_Examinations/Special_Provisions</a>
Guiding principle	<i>Disability Discrimination Act 1992 Disability Standards for Education 2005</i>	<i>Disability Discrimination Act 1992 Disability Standards for Education 2005</i>	<i>Disability Discrimination Act 1992 Disability Standards for Education 2005</i>	<i>Disability Discrimination Act 1992 Disability Standards for Education 2005</i> ACACA national consistency Dyslexia SPELD Foundation Precedent from court or tribunal hearings nationally

