Disability provisions for examinations

Disability provisions in examinations are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student’s exam performance is affected.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an exam situation. Provisions may include:

- assessment papers in large print or in Braille
- coloured paper or overlay
- a scribe when this is the usual support routine in the daily classroom setting, or for a temporary injury
- extra time for the test (e.g. approximately 5 minutes for every ½ hour)
- rest breaks during test (e.g. approximately 5 minutes for every ½ hour)
- oral sign support due to hearing impairment

Students who become ill during an examination period may be eligible to make an illness/ misadventure appeal rather than a disability provisions application.

Identifying students eligible for disability provisions

Any student with a disability recognised in the Commonwealth Disability Standards for Education 2005.

This definition of ‘disability’ includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

Applying for disability provisions

Students who wish to apply for disability provisions should see Ms Roscoe (Learning and Support Teacher) for application forms and information guides. The following chart describes the application process:
Head Teacher
Teaching & Learning

Term 1 Survey

Learning & Support Teacher
Class teachers
Year Advisers

RESULTS

Learning Support Team

Student / parent identifies possible need for disability provisions
School identifies student as possible disability provisions candidate

School discusses disability provisions application process and eligibility requirements with student

All applications are processed and submitted electronically. Schools must:
• complete student details
• indicate provisions sought

Medical, hearing or vision conditions
• collect supporting documents, eg, medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays

Learning Difficulty
• conduct and record results of standardised reading and spelling tests; supply timed essays

• Collect detailed teacher comments on student’s difficulty and needs
• Complete student and principal declaration

The school submits the application electronically

Principal receives decision letter listing the provisions granted and declined, with student copy.

Schools may appeal the Board’s decision by submitting new/further evidence. Appeals are reviewed by an independent specialist and a decision letter is provided for both the principal and student.