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# SPECIAL PROVISIONS IN WACE AND SCHOOL BASED EXAMINATIONS

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## POLICY STATEMENT

The School Curriculum and Standards Authority recognises that individual students, under circumstances outlined in this policy document, may need special external assessment arrangements to allow them to demonstrate their knowledge, skills and understandings within certain courses. The underlying principle of special provisions is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their WACE examination is affected by illness, impairment or personal circumstances.

Students who are eligible for special provisions are not exempt from meeting the requirements for a Western Australian Certificate of Education (WACE), or from being assessed in a course.

In considering the eligibility for special provisions, the Authority is mindful of the need to balance the competing demands of allowing students to demonstrate their knowledge, skills and understandings with the need to preserve the academic integrity of the assessment process.

## RELEVANT LEGISLATION

*School Curriculum and Standards Authority Act (1997) Part 3 9 (1) (e) (ii) and (iii), (j) and (n)*

It is a function of the Authority to establish and carry into effect procedures for assessment of achievement of students undertaking senior secondary schooling, and the proper conduct of that assessment, including school and external assessment for the purposes of certification; and ensuring the comparability of assessments of student achievement.

This policy is established in accordance with the provisions of the Commonwealth *Disability Discrimination Act 1992* as amended in 2005 and the associated *Disability Standards for Education 2005*.

## PRINCIPLES

The principles that underpin this policy are:

1. Candidates whose capacity to participate in a timed assessment is adversely affected in a significant way by illness, impairment or personal circumstances may be eligible to access appropriate, fair and reasonable alternative arrangements.
2. All WACE candidates undertake assessment under comparable conditions. Any special provision must provide equivalent, alternative arrangements for students.
3. The same knowledge, understandings and skill requirements, and performance standards are applied to all students whether or not they are granted special provisions.

4. Special provisions do not confer an advantage to any candidate over other candidates.
5. Decisions about a candidate's eligibility to be granted special provisions will be evidence based.

## TYPES OF SPECIAL PROVISIONS

There are two types of special provisions for the WACE examinations:

- Special examination arrangements
- Sickness/misadventure provisions.

Specific eligibility criteria apply for each form of special provision.

## SPECIAL EXAMINATION ARRANGEMENTS

Candidates who have a temporary or permanent disability, illness and/or specific learning disability that could disadvantage them in timed assessments may apply to sit a WACE examination under special conditions. Application is made prior to the examinations. Application can be for the written or practical WACE examinations.

There is an application form for special examination arrangements, which should be completed and returned along with supporting documentation to the Authority by the specified date in April. Late applications will only be considered in extenuating circumstances if the diagnosis of a disability/illness occurs after this date.

The Authority does not automatically adopt a medical/psychological provider's advice or replicate the special arrangements that a school may have put in place for school-based assessment. The fact that a candidate has a disability/illness does not automatically entitle that candidate to special examination arrangements. Each application is considered individually and arrangements provided depend upon the functional impact of the disability during timed assessments.

Eligibility criteria and possible arrangements are detailed in the special examination arrangements guidelines.

## SICKNESS/MISADVENTURE PROVISIONS

Candidates who suffer from a temporary sickness, non-permanent disability or an unforeseen event close to or during the examinations which they believe may have resulted in performance below expectations or non-attendance in particular examinations are to be given the opportunity to apply for assessment consideration. Application is made after the examinations.

Eligible candidates should make application on the sickness/misadventure form which must be submitted to the Authority by the published due date, usually within one week of the last examination. No late applications can be accepted.

If the application is approved, then the Authority will calculate an examination mark using the applicant's school assessment as a basis.

Eligibility criteria are detailed in the sickness/misadventure guidelines.

## GUIDELINES FOR SPECIAL ARRANGEMENTS

Special examination arrangements for WACE examinations can only be made on the understanding that the aims of these examinations are to:

- statistically moderate numerical school assessments;
- contribute to a score that is used to rank students for university entrance;
- assist in the selection of students for Authority exhibitions and awards; and
- support public confidence in senior secondary schooling.

No candidate should be able to obtain an advantage over another candidate in the examinations except by having more knowledge, understanding, skill or ability relating to the course being examined.

### Eligibility for special examination arrangements

Candidates are eligible for special examination arrangements if it can be demonstrated that their capacity to access the examination is impaired due to:

- Severe health impairment
- Significant physical disability
- Hearing impairment
- Vision impairment
- Specific learning disability
- Psychological impairment

### The application process

Application forms are made available to the School in February. A candidate's application for special examination arrangements should be lodged through the School.

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 medical and educational assessments and recommendations are neither conclusive nor binding on the Authority and the Authority will consider the weight to be given to them on a case-by-case basis. The fact that a candidate has a disability/illness does not automatically entitle that candidate to special examination arrangements.

A statement is also required from the school principal in relation to special assessment arrangements that have been made in the school to cater for the student's disabilities and/or specific learning disabilities.

The Authority will not process an application until all the relevant evidence has been supplied to enable an informed professional judgement. If necessary, the Authority will contact schools requesting additional information to be submitted, or may return applications which are incomplete.

Special examination arrangement applications will be considered under their disability categories.

Where necessary, applications will be referred to appropriate experts for recommendations. In processing special examination arrangement applications related to specific learning disabilities, ADD/ADHD and psychological categories, the Authority will employ expert assessment personnel.

These people will work in pairs, one person to have school management experience with learning disabilities and the other to be a registered psychologist. It will be the role of these experts to assess each application. Assessment personnel will be trained to ensure consistency of criteria used to assess each application. In the case of an application being declined, it will be reviewed by a second pair of assessors.

Schools will have the opportunity to appeal the decision. The appeals committee will comprise an independent registered psychologist, the manager of examination logistics and a school management person. Independent experts will be consulted where necessary.

## Loading the application

The completed application form and all supporting documentation should be lodged by the candidate's school by the specified date in April. Late applications will only be considered in extenuating circumstances if the diagnosis of a disability/illness occurs after this date.

## Managing special examination arrangements

*What the student must do:*

- Submit a timely request to the school for special examination arrangements.
- Provide appropriate documentation and evidence.

*What the School must do:*

- Determine whether the student's request for special examination arrangements is appropriate and consistent with the eligibility requirements.
- Administer tests/essays where required.
- Complete the application form for special examination arrangements and submit to the Authority along with all supporting documentation by the due date.
- Confirm with the student the approved arrangements and implement these in school assessments.

*What the School Curriculum and Standards Authority will do:*

- Make a decision for each of the examinations on the application, based on evidence provided.
- Advise the student and school of all approved arrangements.
- Provide the special arrangements during the WACE examinations.

## Replication of School arrangements

The Authority recommends that schools implement at school level only special arrangements consistent with those provided by the Authority for the WACE examinations. It should be stressed that if special arrangements approved by the school for students do not meet the eligibility criteria established by the Authority for special examination arrangements for the WACE examinations, they will not be approved. After examining all evidence presented in respect of a student's situation, it is possible that the applicant may be offered arrangements that differ from those that the school was providing.

The Authority does not automatically adopt a medical/psychological provider's advice or replicate the special arrangements that a school may have put in place for school-based assessment. The reasons for this are:

- Medical/psychological providers vary in their recommendations as to the special arrangements required for a given disability/illness. It would be inconsistent and potentially unfair to other candidates with a similar disability/illness for the Authority to simply follow each specialist's recommendations. The Authority considers each candidate's disability/illness and its effects on their ability to undertake an examination under the same conditions as candidates without that disability/illness. The Authority makes every effort to ensure equitable and consistent modifications are made to the standard conditions.
- Medical/psychological providers are often not aware of the Authority's special provisions policy and/or what types of special examination arrangements are available.
- Each school applies its own policies for school assessments. These policies vary from school to school, cannot be controlled by the Authority and may be affected by a number of factors not directly related to the level of disability of the student. It would be unfair if the arrangements provided at school level were automatically replicated for WACE examinations because there would be inconsistency in the special arrangements approved to students with similar disabilities/illnesses from different schools.

## Details of arrangements provided

**Additional reading time** may be granted for candidates who have vision or hearing impairments. The candidate is usually permitted to commence their reading time up to 10 minutes before other candidates and finish their reading time at the same time as other candidates. 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 10 minutes.

**Additional time** may be granted for the candidate to complete the examination. In general, a maximum of 30 minutes for three-hour examinations (or the proportionate 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 have been granted additional working time are required to sit their examinations at a venue designated by the Authority.

**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. This non-working time can be taken at the candidate's discretion in blocks of no more than 10 minutes. Candidates who are granted non-working time are required to sit their examinations at a venue designated by the Authority.

**Paper modification:** Papers may be enlarged, translated into Braille or varied in colour for candidates with vision impairment. Modifications can be made to assist colour-blind candidates.

**Scribes** may be appointed in cases of severe writing disability or physical disability. Where scribes are provided, additional working time is granted to allow 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.

**Computers:** Candidates with a permanent disability such as muscular dystrophy, and who have been using computers as part of their mode of assessment over several years, may be granted the use of a computer. The use of spelling and grammar checkers 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.

**Specialised supervision** may be provided for a candidate who needs to sit in a separate room, at home or in hospital because of illness, injury or pregnancy.

**Food/drink:** Only food or additional drinks needed because of a medical condition may be taken into an examination room. The food or drink must be in a clear wrapping or container.

**Medication** may be approved for candidates for the ongoing treatment of medical conditions such as diabetes or ADD/ADHD.

**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.

**Specialised equipment** such as a special desk, ergonomic chair, foot rest or 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.

**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 are required to sit their examinations at a venue designated by the Authority.

**Supervisor's instructions in writing** can be provided for candidates with hearing impairment.

**Alternative format practical examinations** can be provided for candidates with a long term injury/illness preventing participation in a standard format performance or interview practical examination.

**N.B.** No allowance or special examination arrangements are made for spelling difficulties.

The following is intended as a guide to schools in their case management of students who have been identified as having permanent or temporary disabilities.

**Candidates with 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 10 minutes. Oral instructions can be provided in writing. Additional working time and/or non-working time may be granted if the hearing impairment has significant impact in the examination situation. Advice is sought from the WA Institute for Deaf Education.

**Candidates with severe vision-impairment** may be granted supervisors who can assist with the conduct of the examination. An oral recording of sections of the examination paper may also be granted. Additional reading time, working time and/or non-working time, enlargement of examination papers, coloured papers, translation into Braille, the use of specialised equipment or magnification aids are conditions that may be granted, depending on the severity and demonstrated impact of the impairment. Advice is sought from the Vision Education Service.

**Candidates with specific learning disabilities** may be granted additional working time. Applications must be supported by a school case-management history, current psychometric results, essays, and reading results (if applicable).

**Candidates with medical conditions/physical disabilities** may be granted arrangements from the following:

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 disorders Concentration difficulties, anxiety preventing performance in a group situation	Specified seating, extra time to rest, extra time to work, 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
Chronic fatigue syndrome Tiredness/inability to concentrate due to illness (e.g.chronic fatigue syndrome, postviral syndrome, glandular fever)	Extra time to rest, permission to take medication, home supervision 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 rest, extra time to work 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
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
Significant physical disability Paraplegia, Muscular Dystrophy, Cerebral Palsy	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
Long-term injury or illness existing at start of Term 3 ** Preventing completion of a standard practical exam	Special format practical examination Current medical report

\*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 below).

\*\* Note: These candidates do **not** have access to sickness/misadventure consideration (see Year 12 Information Handbook and WACE e-Circular 1 for details).

## Evidence required to support applications

Evidence is required firstly to establish eligibility to apply for special arrangements; and then to determine the most appropriate alternative arrangements for the candidate.

### Specialist reports

Applications for special examination arrangements must be accompanied by recent supporting medical, psychological or other relevant specialist reports. Specialist reports should confirm the diagnosis of the disability and describe the problems the candidate experiences in the written and/or practical examination. The reports must be written by an independent professional who has been involved in the management of the candidate's disability and who is not related to the candidate. Diagnosis of a disability in itself may not be sufficient to support an application for special examination arrangements. The Authority reserves the right to request additional/updated evidence when it is deemed necessary by Authority officers.

### Case management history

Evidence of case-management by the student's school is essential to support any claim for special examination arrangements. This should confirm the problems experienced by the student in the written and/or practical examinations; outline the arrangements allowed in school examinations and comment on the effect of these arrangements on the student's achievement.

Applications will only be accepted from the principal of the student's school on the specific application form. The Authority will not accept direct applications from students, their families or independent professionals.

### Evidence for learning disabilities

Candidates applying for additional working time on the basis of a specific learning disability are required to provide the results and analysis of psychometric assessments conducted by a registered psychologist along with essay evidence conducted at the school. If the learning disability relates to reading, additional evidence of reading comprehension ability is required.

For the purpose of 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.

Psychologists may make professional judgements on the tools to be used to assist in the assessment of a student's learning disabilities. The following, however, are the assessments recommended:

- Normative assessments: WISC IV, or WAIS IV
- Phonological processing – CTOPP
- Academic achievement tests in reading and/or writing (with Australian norms)
- Other assessments: Other assessment tools may also be appropriate for analysing learning disabilities. Results must be fully explained.

Where a student is applying on the basis of a reading disability, the Progressive Achievement Test in Reading (PAT-R) Comprehension 4<sup>th</sup> Edition (ACER Press, 2008) must be administered by the school in the year of application.

The provision of special examination arrangements on the grounds of writing problems within the context of specific learning disabilities will only be considered where such disabilities can be documented and substantiated.

### Essays

All candidates 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 must provide essay evidence completed during the year of application. All essays are to be administered under test conditions as described in detail on the application form.

**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 special arrangements are to be used.

**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. Special arrangements may be used. The essay must be marked with comments and grading indicated. Essay details (including topic, time taken, number of words written, date, special arrangements used) are to be recorded on the cover sheet. Short answer tasks are not suitable.

**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 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.

Schools should request the confidential essay topics from the Authority prior to the candidate completing this evidence. Essays must be completed at school under examination conditions. The supervising teacher must remain with the student for the duration of the essay to observe the student's performance. Observations must be recorded on the relevant coversheet and be included with the application.

## Procedures for Special Examination Arrangements

1. **Submission of applications.** The closing date in April is specified on the application form. The application form and supporting documentation is received by the Senior Consultant – Special Provisions. Late applications will be considered only under extenuating circumstances. This includes emergency provisions for candidates who have an accident just prior to the examinations. Arrangements can be made if time allows.
2. **Categorisation of applications.** To facilitate equitable decision-making, the applications will be sorted by disability type. The forms are confidential and will be retained securely.
3. **Assessment by specialists.** The forms will be assessed within disability type by a pair of specialists. Those that are not approved will be assessed by a second pair of specialists.
4. **Determination of special examination arrangements.** Each application is considered on an individual basis. The assessors will consider the impact of the disability on the student's performance in an external examination. In making their decision, the assessors will follow the principle of making allowance for the disability without providing advantage over other students.
5. **Letter of approval.** The candidate, school and chief supervisor of the candidate's examination centre will be informed of the approved arrangements.
6. **Review of arrangements.** Any request for a change to the approved special examination arrangements must be submitted by the candidate's school. A review can be requested if additional evidence has become available or the student wishes to reduce arrangements.
7. **Appeal.** A school can appeal against the decision made by the assessing panels. Appeals will be considered by an independent group. The decision of this group is final.
8. **Arrangements put into place.** The candidate will sit the WACE examination under the approved conditions.

## GUIDELINES FOR SICKNESS/MISADVENTURE PROVISIONS

Candidates who believe their performance may have been affected by a temporary sickness, non-permanent disability, or an unforeseen event occurring during or just before an examination, may apply for special consideration to be given to their examination marks. In general, students should sit examinations if possible, although not against specific medical advice. Attendance at an examination will not prejudice any sickness/misadventure application.

### Eligibility

Applications must relate to sickness or misadventure that occurred during the examinations, or up to two weeks before the commencement of the student's first written examination, and must have affected their performance in an examination or caused their non-attendance at an examination.

For candidates undertaking practical performance examinations such as Physical Education Studies or Dance, this includes a severe injury sustained after the start of Term 3, but still existing during the practical examinations. This will typically be for candidates who have completed at least the first semester of the course and for whom the school has a practical mark.

Applications may be made in respect of:

- sickness or physical injuries suffered directly by the candidate, e.g. influenza, an asthma attack, or a lacerated hand;
- accidents or other events beyond the candidate's control, e.g. the death of a close family member during the current year, disruption at the examination centre, or a faulty examination paper; or
- competing in a recognised sport or cultural event at national or international level that conflicts with a practical examination only.

The provisions of the policy do not apply to:

- matters relating to long-term loss of preparation time and claimed inadequacies of teaching;
- matters that could have been avoided by the candidate e.g. misreading of the timetable;
- long-term illnesses such as asthma and epilepsy, unless there is evidence of an acute episode of the illness during the examination (chronic illness itself will not be approved);
- long-term injuries or illnesses where the candidate was required to submit an application for a special format practical examination;
- the same grounds for which special examination arrangements have been made, unless there is evidence of additional difficulties during an examination;
- matters relating to the school assessment in a course;
- attendance at a sporting or cultural event during written examinations; or
- adverse weather conditions during a Physical Education Studies practical examination.

## The application process

The application forms are available at the time of the WACE examinations from examination centres, schools, the Authority, and the Authority website.

The application form for sickness/misadventure provisions should be completed by the candidate and returned along with supporting documentation to the Authority by the published due date, usually within one week of the last examination. Applications relating to a practical or oral examination that are initiated by an event unlikely to occur during the written examinations (e.g. a voice problem, car accident on the way to the examination, physical injury only affecting the practical performance) should be submitted immediately. No late applications can be accepted.

Candidates are responsible for the lodgement of their application by the due date. Applications cannot be lodged on behalf of a student without the student's consent. The application is to include the candidate's personal details, list the examinations being requested for consideration, and give reasons for their application.

## Evidence

Candidates are responsible for providing evidence that identifies clearly the disadvantage they suffered at the time of attempting the examinations. Supporting evidence from any relevant independent source is acceptable, but it must include all details requested on the application form.

**Medical evidence:** For applications based on illness, information is to be provided by a doctor or other registered health professional. For short-term illnesses it is advisable to seek medical evidence as close to the examination day as possible.

**Misadventure evidence:** Applications must be supported by a statement from a relevant person (e.g. a police officer) who is not related to the applicant. The psychological impact of a misadventure should be evident in the application.

#### **The sickness/misadventure committee**

The committee in its composition takes into account gender balance and is to comprise representatives of the secondary and tertiary sectors and a medical practitioner, as outlined below:

- Chairperson Nominated by SCSA
- Manager Examination logistics SCSA
- University TISC
- Medical practitioner Appointed by the chief executive officer
- Department of Education Nominated by the director general
- Non-government schools Catholic Education Office or AISWA on a rotational basis
- Executive officer Senior consultant – special provisions, SCSA

### **Procedures for assessment of applications**

1. **Submission of applications.** The application form and supporting documentation is received by the executive officer for the committee. Late applications cannot be accepted.
2. **Categorisation of applications.** To facilitate equitable decision-making, the applications will be sorted by category. The forms are confidential and will be retained securely.
3. **Assessment by medical personnel.** The forms will initially be assessed within medical categories by medical personnel and be divided into two groups. Those that:
  - 'read okay': clearly meet the guidelines and are recommended for approval by the sickness/misadventure committee, or
  - Require 'further consideration' by the sickness/misadventure committee.
4. **Determination by committee.** Each application is considered on a course-by-course basis. It is possible that different determinations might be made for different examinations. All decisions will be evidence-based and use approved guidelines.
5. **Calculation of the derived examination mark.** For approved applications, this is done using the candidate's standardised, moderated school assessment and a statistical process using a regression formula. The candidate is awarded the higher of the actual examination mark and the derived mark. Practical and written marks are calculated separately.
6. **Acknowledging outcome of application.** A letter will be sent to the candidate at the same time as their statement of results.
7. **Appeal.** As a sickness/misadventure application is considered an appeal against a candidate's performance, the decision of the committee is considered final unless there is written evidence to the contrary. If applicants consider that there was a breach in the process followed by the committee, they

can lodge written appeals with the chief executive officer of the Authority. In considering appeals, the chief executive officer may appoint independent persons to review the processes used by the committee and make recommendations.

## For further information

Additional information to assist you to complete the application form for Special Provisions can be found at: [http://www.scsa.wa.edu.au/Senior\\_Secondary/WACE\\_Examinations/Special\\_Provisions](http://www.scsa.wa.edu.au/Senior_Secondary/WACE_Examinations/Special_Provisions)

Documents of particular assistance will be:

- Guidelines for Special Provisions in WACE Examinations
- Hints for Completing an Application for Special Examination Arrangements
- Condition-specific Arrangements for the WACE Examinations
- Special examination arrangements for the WACE Examinations – information for candidates

## SCHOOL GUIDELINES FOR SPECIAL EXAMINATIONS IN YEARS 9 AND 10

During Years 9 and 10, the School may grant Special Examination Arrangements to students. Applications are sought from parents on an official form, usually distributed to students during February. Parents indicate whether or not they will seek special arrangements for the particular year. Note this decision is offered again to Year 9 students in Year 10. Students also need to be aware that this is a School decision that does not automatically guarantee that the Schools Curriculum and Standards Authority will grant special considerations once the student progresses to Year 11 and 12.

The general procedure for consideration by the School for special examination arrangements is as follows:

1. Application is made after an Introductory Letter is sent out in February.
2. A case conference is held between:
  - Associate Principals
  - Counsellor
  - Head of REACH Department

The purpose of the case conference is to determine which applications will progress, based on the provisions of the SCSA policy (referred to in the first section of this policy).

3. A letter will be sent back to parents/guardians indicating the success or otherwise of the application for special examination arrangements.
4. Heads of Department and Pastoral Leaders will be provided with a list of students with approved special examination arrangements and associated conditions and provisions.
5. There will be a review at the end of Semester One for those students who have been granted special arrangements.

### Additional Procedures

Letter for parental request for Special Provisions