

## SPECIAL PROVISIONS APPLICATION FORM

This application form is for students with a diagnosed condition, impairment or disability who require special arrangements to be made for their external examinations for courses accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC). Special Provisions aim to ensure students have fair and equitable opportunities to participate in external examinations.

This form, along with the evidence required, must be returned to TASC by the end of Term 2. This allows time for TASC to assess the application and make arrangements for any special provisions granted.

Applications received after Term 2 will only be considered under exceptional circumstances and will be determined on a case-by-case basis.

APPLICANT INFORMATION	
TASC ID code	
Family name	
Given name(s)	
Student's email address	
School/College	
Reason for application	<input type="checkbox"/> Health impairment <input type="checkbox"/> Physical disability <input type="checkbox"/> Learning disability <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Vision impairment <input type="checkbox"/> Psychological impairment

### CHECKLIST

Before submitting your application, please ensure the following:

- ☐ All sections of the form are completed
- ☐ You have identified which special provisions are being requested
- ☐ A medical professional and/or counsellor's report is attached
- ☐ The school has provided the information required
- ☐ The application has been signed by the school Principal

## STUDENT'S AUTHORISATION

I hereby authorise the counsellor and/or medical professional whose name and address appears on this form to provide the Office of Tasmanian Assessment, Standards and Certification (TASC) with a report on the nature of my particular circumstances. I also authorise TASC to obtain, from this counsellor and/or medical professional, such further information as is required by TASC to make a decision in regard to my application for special provisions.

Student's signature \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## PERSONAL INFORMATION POLICY

Personal information will be collected from you for the purpose of assisting with the determination of special arrangements/considerations to be made. Failure to provide this information will result in your application not being able to be processed. Your personal information will be used for the primary purpose for which it is collected. Personal information will be managed in accordance with the Personal Information Protection Act 2004 and may be accessed by the individual to whom it relates on request to the Office of Tasmanian Assessment, Standards and Certification. You may be charged a fee for this service.

## RETURNING YOUR APPLICATION

To assist in processing special provision applications as efficiently as possible, it is preferred that this form, along with the required evidence documents, are scanned and emailed directly to TASC at [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au) by the end of Term 2.

## SPECIAL PROVISIONS BEING REQUESTED

Indicate with a tick (✓) the possible provisions for which you may be considered based on the evidence provided (see [Attachment A](#)). You can apply for provisions in more than one category.

### HEALTH IMPAIRMENTS AND/OR PHYSICAL DISABILITY PROVISIONS (MAY INCLUDE)

- ☐ Diabetic (food, drink, extra time (only if required to check blood sugar), seated beside the nearest exit)
- ☐ Epilepsy (seated beside the nearest exit)
- ☐ Extra time (20 minutes per 2 hour exam, 30 minutes per 3 hour exam)
- ☐ Medication (that the student be allowed to take medication into the exam room)

Name(s) of medication: \_\_\_\_\_

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- ☐ Motor coordination skills (use of a computer or scribe)
- ☐ Pregnancy/early infant care (extra time, toilet breaks, feeding breaks)
- ☐ Psychological (extra time *only* if student is taking medication that affects thought processes – see list above)
- ☐ Reader (based on physical disability, eg cerebral palsy) the student will be seated in a separate exam room\*
- ☐ Scribe (based on physical disability, eg broken hand) the student will be seated in a separate exam room\*
- ☐ Special chair/desk\*
- ☐ Stutter (oral assessment examiners will be told to take account of this condition)
- ☐ Use of a computer (for physical writing difficulty)\*

### LEARNING DISABILITY PROVISIONS (MAY INCLUDE)

- ☐ Extra time (20 minutes per 2 hour exam, 30 minutes per 3 hour exam)
- ☐ Grammar (markers to ignore poor grammar)
- ☐ Handwriting (markers to ignore poor handwriting)
- ☐ Reader (for a reading difficulty) the student will be seated in a separate exam room\*
- ☐ Spelling (markers to ignore poor spelling)
- ☐ Use of a computer (for physical writing difficulty)

## HEARING PROVISIONS (MAY INCLUDE)

- ☐ Extra time (20 minutes per 2 hour exam, 30 minutes per 3 hour exam)
- ☐ Individual instructions
- ☐ Oral/sign interpreter\*
- ☐ Adapted examination papers\*
- ☐ Seating at front or back of room (please circle preference)
- ☐ Separate supervision

## VISION PROVISIONS (MAY INCLUDE)

- ☐ Braille exam papers
  - ☐ Coloured paper – specify colour \_\_\_\_\_ (colours are: blue, yellow, pink, green and sand)
  - ☐ Extra time (20 minutes per 2 hour exam, 30 minutes per 3 hour exam)
  - ☐ Large print                      N18                      N24                      (please circle preference)
  - ☐ Vision aids (provided by school/student) \* please specify \_\_\_\_\_
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## OTHER

- ☐ Clarifier\* - A clarifier will only be provided where there is no paper based dictionary available in the students own native language. These students will also be automatically granted spelling/grammar consideration by the markers and the use of a separate (smaller) room.

A clarifier is generally someone trained in EAL who is able to provide basic explanations of terms, without answering the questions. The clarifier is provided by the school but is not one of the student's teachers or someone who works closely with the student.

Name of native language: \_\_\_\_\_

- ☐ Smaller/separate examination room (please supply information as to why a student should be considered to be granted the arrangement. For example a student who suffers panic attacks or is fearful of large groups of people due to past trauma).

\* Will be provided by the student's school at the school's expense

## BORDERLINE CONSIDERATION

*Please note if you do not sit your external examination this provision will not apply.*

Borderline consideration is an additional special provision that may be granted. It should be noted that not all of the student's external courses will fall into the category where the provision will apply.

To be eligible for borderline consideration students need to be one external rating away from the next highest award to be automatically upgraded to the higher award (on their external assessment).

- ☐ Borderline consideration

## PROFESSIONAL AND/OR COUNSELLOR REPORT

In order for TASC to assess this application for special provisions, a report must be provided by a medical professional and/or counsellor and must outline the history and details of the student's condition.

Any report or testing undertaken cannot be more than 3 calendar years old at the time of submission to TASC.

Your report should be attached to this application or submitted directly by email to TASC ([enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au)) clearly identifying the student's name and TASC ID.

## PROFESSIONAL AND/OR COUNSELLOR DETAILS

Family name \_\_\_\_\_

Given name(s) \_\_\_\_\_

Occupation \_\_\_\_\_

Contact number(s) \_\_\_\_\_

Email \_\_\_\_\_

Date of assessment \_\_\_\_\_

## SCHOOL STATEMENT

In order for TASC to have the necessary information to make a decision on this application, questions 1- 2 must be completed by the school.

### NAME AND TITLE OF PERSON COMPLETING THIS INFORMATION ON BEHALF OF THE SCHOOL

Family name \_\_\_\_\_

Given name(s) \_\_\_\_\_

Position \_\_\_\_\_

Email \_\_\_\_\_

Q1. What strategies/arrangements have been put in place for this student at the school (throughout the year and also during mid-term examinations, if they have been held)?

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Q2. Does the student regularly utilise these arrangements at school?

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## ENDORSEMENT FROM SCHOOL PRINCIPAL

All applications must be endorsed and signed by the Principal of the school/college attended

Name of Principal \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## ATTACHMENT A – EVIDENCE REQUIRED

### HEALTH IMPAIRMENT AND/OR PHYSICAL DISABILITY PROVISIONS

- Evidence from independent medical professional who has treated the student
- School-based professional evidence should be supported by an external independent professional diagnosis, history and statements about impact on student's day-to-day functioning and capacity to complete an exam

### LEARNING DISABILITY

Tests accepted by TASC for special provision applications for students with a learning disability are:

- WISC V
- WIAT II or WIAT III
- WAIS IV
- Stanford Binet IV or V
- WASI II
- Woodcock Johnson IV
- Speech Pathologist reports and testing – with a formal diagnosis.

If the student has undertaken a spelling and/or reading test a copy of the test results also need to be attached with this application.

### HEARING IMPAIRMENT

- report from a qualified practitioner indicating the level and nature of impairment
- support statement and recommendations from specialist teacher e.g. Visiting Teacher Service, hearing impaired facility/school.

### VISION IMPAIRMENT

- report from a qualified practitioner indicating the level and nature of impairment
- support statement and recommendations from specialist teacher e.g. Visiting Teacher Service
- detailed alternative format paper requirements: braille, enlarged print, diagrams, colored paper, recorded exam, diagram descriptions.