



Disability Provisions Policy

Glenmore Park High School's Learning and Support Team has developed a set of principles to guide decisions about the types of arrangements it provides for students with disability, to best access their examinations.

These principles were developed to ensure Glenmore Park High School complies with the Disability Standards of Education, issued under the Commonwealth Disabilities Discrimination Act (DDA). The principles also ensure consistency with the processes supported by The NSW Education Standards Authority (NESA) in supporting students with the Higher School Certificate examinations.

The principles give all students fair access to our examination papers. The principles help to ensure that reasonable and fair measures are taken to help students with disabilities access examinations on the same basis as other students.

Once a student's application for Disability Provisions is approved, the principles are applied to ensure that:

- Every effort is made to provide reasonable adjustments and access arrangements to a student with a disability needing such arrangements
- The same academic standards are applied to all students
- Adjustments and access arrangements are made without giving an unfair advantage.

The principles for examination modifications

1. The same academic standards must be applied to all students. Any adjustments or access arrangements made must maintain the academic rigour and integrity of the examination.
2. The adjustment and access arrangements must not confer an advantage on the candidate.
3. The adjustment made to an examination will be designed to facilitate access rather than remove the requirement to demonstrate the skills being tested in the examination.
4. Access arrangements cannot be granted where they directly affect performance of the skills that are the focus of the assessment. All inherent requirements of the course are to be maintained and the same standard for all candidates.
5. If required and approved, reasonable adjustments will be made to the examinations themselves, and/or the procedures for conducting the examinations. Support may be offered to the candidate in the form of assistive technologies and other means may also be made available as long as equal rigor and challenge are maintained.
6. The individual needs of candidates who apply for and are granted Disability Provisions in examinations will vary. Every effort should be made to provide reasonable adjustments and access arrangements to a student with disability needing such arrangements.
7. A proposed adjustment may not be put in place if to do so would impose unjustifiable hardship on Glenmore Park High School in any way, including the cost, the resources required or the degree of expertise required to achieve the change.
8. In the development of examinations, each faculty will consider ways to develop inclusive questions that are appropriate for all students and reduce the need to adjust examination for students with a disability without reducing or limiting the rigour or integrity of the examination.
9. Adjustments that are not considered routine need sufficient time for the adjustment to be made. Each faculty and the other involved in the adjustment process must be given reasonable notice of requirements for adjustments, except where exceptional circumstances exist.
10. Consistent with the above principles, access arrangements may include using greater proportions of school-based assessment or flexible examination scheduling.

Conditions for Disability Provision Consideration

Each application for Disability Provisions should include a diagnosis of a disability, and functional evidence (standardised test scores, work samples or teacher comments) that demonstrates how the disability affects the student in the classroom and in assessment tasks. The Learning and Support Team may approve or decline a provision in accordance with its guidelines, or approve an alternative provision.

The list below is not exhaustive, but refers to more common conditions. For advice on other unlisted conditions please contact the Head Teacher Teaching and Learning on 02 4733 0155.

Conditions are listed under the categories of medical, learning difficulty, hearing and vision

Condition	Diagnostic evidence required
Medical	
Anxiety or depression	Recent documentation from a psychologist, psychiatrist or doctor confirming the student's diagnosis
Attention Deficit Hyperactivity Disorder	A recent neuropsychiatrist report/medical report with date of diagnosis
Autism Spectrum Disorder, including Aspergers	A recent specialist medical report indicating diagnosis
Back injury	A recent medical report with date of injury. Physiotherapy report indicating ongoing treatment and exercises
Cerebral Palsy – severe Student has limited movement, unable to write	A recent specialist/medical report, evidence of prescribed medication and side effects
Chronic fatigue	A recent medical report with date of recent diagnosis
Crohn's Disease	A recent medical report outlining the condition and the student's need for frequent toilet breaks
Diabetes	Principal has to have sighted documentation to confirm the student has diabetes
Epilepsy	A recent medical report- stating the student is on medication, how long the student has been on medication and that no side effects are evident
Hand/arm – pain when handwriting	A recent medical documentation outlining an arm or hand condition
Head injury	A recent medical report with date of head injury and impact on functioning. Evidence of medication the student has been prescribed
Hyperhydrosis (Excessive sweating)	A recent medical report
Learning Difficulty	
Dyslexia	A recent specialist report indicating that testing has shown the student has dyslexia
Learning disability	A recent specialist reporting noting the student has a learning disability
Reading disability	Specialist report noting the student has a learning disability
Hearing	
Deaf	Recent audiogram/report
Low or moderate hearing impairment	Recent audiogram/report
Vision	
Blind	Recent vision report demonstrating the student's vision impairment
Recent vision impairment	Recent vision report demonstrating the student's vision impairment
Scotopic sensitivity (Irlen Syndrome)	Irlen report indicating that the student struggles with normal coloured paper, recommending special coloured paper, special lighting and extra time
Low vision or vision impairment	A vision report indicating the level of vision impairment, and visual fatigue, and recommending enlarged font and rest breaks.

Types of provisions or adjustments that can be requested

Students wishing to apply for Disability Provisions can request a range of provisions.

Not all provisions apply to all conditions. Certain conditions may be eligible for one or a combination of the following adjustments.

Small group supervision	Special chair or desk	Extra time to write
Individual or separate supervision	Reader or reader pen	Access to medication
Seating at the front of the examination room	Writer	Access to bite sized food
Rest breaks	Oral interpreter	Drink
Toilet breaks	Dictionary/Thesaurus	Access to a towel
Permission to move	FM Monitor	Examiner aware
Special lighting	Individual instructions	
	Modified paper requirements	

Applying for Disability Provisions

Students need to complete the Disability Provisions application form, attach all current documentation and submit it to the Head Teacher Teaching and Learning at least two weeks prior to the commencement of an examination period.

Each fortnight the applications will be considered at the Learning and Support Casework Meeting. Applications will be assessed on a case by case basis.

Students will be informed in writing of the outcome of their application.

Teaching staff will also be notified of the successful applicant's inclusion on the Disability Provisions list for the remainder of that year.

Students who have not been granted Disability Provisions have the right to seek an appeal of this decision with the Principal. Please refer to the current Assessment Handbook for further details.

Sources:

Disability Provisions in the HSC: Review of Implementation updated January 2019

NESA Disability Provisions Case Studies 2020