

QA 6.6 REASONABLE ACCOMMODATION IN ASSESSMENT OF LEARNERS WITH SPECIFIC NEEDS PROCEDURE



Purpose

Cork ETB is committed to a policy of equal opportunities and welcomes learners with disabilities and specific learning needs. Cork ETB will provide a range of reasonable accommodations to ensure a fair assessment process for learners with specific needs, as required by Equal Status legislation¹.

The purpose of this procedure is to outline how Cork ETB centres make Reasonable Accommodations in assessments to enable a learner with a specific need to demonstrate his/her level of actual attainment. They aim to ensure that in allowing reasonable accommodation the validity and reliability of the assessment process is not compromised.

Scope

This policy applies to assessment in all Cork ETB Further Education and Training in Cork ETB schools, colleges and centres and in all organisations, who are funded by CORK ETB when the assessment technique of examination and skills demonstration are being used. Where the procedures of an awarding body other than QQI differ from this procedure, the procedure of the other awarding body takes precedence.

Reasonable Accommodations are made to enable a learner as far as is possible to demonstrate his/her level of actual attainment. Reasonable Accommodations are made to compensate the learner for the impact of their disability and to enable them to demonstrate their knowledge.

The existence of a specific need does not automatically entitle a learner to reasonable accommodations. Each case should be considered on its merits. Even though learners may have a specific difficulty with reading, writing or spelling they may not require the provision of any special facilities provided that they can read the examination papers or brief at the required level and write legibly. Reasonable

¹The Equality (Miscellaneous Provisions) Act 2015 (which makes amendments to the Equal Status Act 2000 and Equality Act 2004, among others) requires education and training establishments to provide reasonable accommodation to meet the needs of a learner who has a disability or other persons covered by the grounds of equality legislation.

accommodation in assessment will only be accommodated when a learner can demonstrate with appropriate evidence/documentation that because of a specific need they cannot compete on equal terms, under standard assessment conditions, with their peers.

Generally, applications for reasonable accommodations in assessment of learners with specific needs are based on a permanent need. However, in some cases application can be made based on a temporary specific need e.g. an injury.

QA 6.7 Extenuating Circumstance Procedures covers how a learner can apply to defer an assessment activity (i.e. complete the assessment on another occasion) in the case of temporary, exceptional circumstances that prevents them from undertaking a specific assessment activity at that time.

Responsibilities

Cork ETB has overall responsibility ensuring that there are policies and procedures in place and that they are followed with regard to providing reasonable accommodation in assessment when applied for by learners with specific needs.

Each Cork ETB Centre is responsible, at local level, for determining approval of reasonable accommodation applications in line with these procedures and for putting the appropriate arrangements in place. It is the responsibility of the centre to ensure that this information is made available to learners through the learner handbook and during learner induction. Each centre must designate a staff member to process requests for reasonable accommodations. Appeals can be made to the Principal/Centre manager where necessary.

It is the learners' responsibility to apply for reasonable accommodation and to provide the appropriate supporting evidence.

Procedure

Applications for reasonable accommodations will be considered on the following five grounds:

- 1) Learning Difficulty
- 2) Hearing Difficulty
- 3) Visual Difficulty
- 4) Physical Difficulty

5) Mental Health or Behavioural Difficulty²

Further details on the needs and disabilities recognised under these five grounds and the relevant reports required as evidence are listed in Appendix 6.6a.

A learner may make an application based on needs that span a number of grounds. The range of accommodations available to learners under each of these categories is set out in the following section.

These procedures on reasonable accommodations and the principles outlined below should be used to determine which accommodation to provide to eligible learners. Funding for reasonable accommodation in examinations and skills demonstration is not available through the HEA's Fund for Learners with Disabilities. The guidelines relation to the Fund for Learners with Disabilities (or formDF5b) specifically states that:

'the fund cannot grant resources for the provision of services that can reasonably be expected to be provided by the centre (e.g. counselling, examination accommodations) or by any other agency.'

Therefore, as external funding is not available it is the responsibility of individual centres to provide the funding from the overall centre budget.

6.6.1 Possible Accommodations

Learning Difficulty

Possible Accommodations determined through a process of needs assessment on an individual basis:

- Word-processor or other writing accommodation e.g. a recording device
- Assistive Software e.g. Dragon or Read Write Gold
- A scribe in exceptional cases, where it is determined that a word processor, assistive software or recording device is not sufficient support
- A reader to read the examination papers, or to provide assistance with reading, without elaboration or explanation

²These grounds are based on the four grounds from the State Examination Commission's *Reasonable Accommodations at the 2017 Certificate Examinations – Guidelines for Schools*. (Physical Difficulty and Mental Health and Behavioural Difficulty have been separated)

- Colour identifier
- Waiver from the assessment of spelling, grammar and punctuation in language subjects
- Additional time of 15 minutes per hour with a maximum of 30 minutes additional time per examination

Hearing Difficulty

Possible Accommodations, determined through a process of needs assessment on an individual basis:

- Seating the student close to the superintendent and/or the audio player in the main examination centre
- Learners can use a personal loop system in an aural examination
- A special examination centre for the aural examination
- Irish Sign language interpreter, to sign an examination paper, without elaboration or explanation
- Support arrangements for the oral tests
- Additional time of 15 minutes per hour with a maximum of 30 minutes additional time per examination

Visual Difficulty

Possible Accommodations, determined through a process of needs assessment on an individual basis:

- Standard examination paper or brief enlarged to A3 size
- Modified examination paper or brief (visual elements removed or simplified), in standard or enlarged size
- Word processor (including with vision aids) or other writing accommodation e.g. a recording device
- A scribe in exceptional cases, where it is determined that a word processor, assistive software or recording device is not sufficient support
- Use of drawing aids in technical components
- A reader to read the examination papers or brief, or to provide assistance with reading, without elaboration or explanation
- Colour identifier
- Low vision aids, magnifiers and reading lamps normally used in the classroom can be arranged by the centre
- Additional time of 15 minutes per hour with a maximum of 30 minutes additional time per examination

Physical Difficulty

Possible Accommodations, determined through a process of needs assessment on an individual basis:

- Standard word processor, voice activated word processor, or other writing accommodation e.g. a recording device
- A scribe in exceptional cases, where it is determined that a word processor, assistive software or recording device is not sufficient support
Use of drawing aids in technical components
- Additional time of 15 minutes per hour with a maximum of 30 minutes additional time per examination

Mental Health or Behavioural Difficulty

Possible Accommodations, determined through a process of needs assessment on an individual basis:

- Separate examination centre
- Use of a computer
- Additional time of 15 minutes per hour with a maximum of 30 minutes additional time per examination

6.6.2 Application Process for Reasonable Accommodations in Assessment

Learners need to be made aware by the centre in good time of what accommodations are available and what the application process is. It is the responsibility of the learner to request such support.

To ensure that appropriate accommodations can be made learners should apply for reasonable accommodations in assessment through the designated staff member in the centre 3 months before the examination or skills demonstration. We cannot guarantee accommodations can be provided without sufficient notice. In the case of applications for reasonable accommodations in examinations based on a temporary specific need e.g. an injury, applications should be made as early as possible.

Depending on the accommodations recommended it may not be possible to make arrangements in a short time-frame

To apply for reasonable accommodations in assessment a learner needs to complete the form **6.6b Evidence of Disability/Specific Need Form** and provide one of the following as evidence:

- A. with a copy of a report from an appropriate medical consultant/specialist diagnosing the specific need. See Appendix 6.6a for the specific details of the reports accepted. In most cases, these reports will recommend reasonable accommodations for the learner and centres should be guided by this.

OR

- B. evidence of reasonable accommodations previously been granted in State Examinations.

OR

- C. If the learner does not have the relevant report or evidence of previous accommodations then they must get **6.6b Evidence of Disability/Specific Need Form** completed by the required medical consultant. Reports will only be accepted from appropriately qualified professionals as outlined in Appendix 6.6a.

OR

- D. If a learner has difficulty accessing the appropriate professional then their GP may be able to complete the form, if they have documentation from the appropriate specialist/consultant on file confirming the diagnosis. The centre may request a copy of this documentation. Diagnosis made by GPs alone will not be accepted.

Following detailed examination of the application and evidence provided, the designated staff member is responsible for:

- Working with the learner in identifying the most appropriate assessment accommodations for them, in consultation with relevant teaching staff and bearing in mind any practical and funding limitations.
- Based on the documentation provided by the learner and from other discussions with either the learner or teaching staff, the designated staff member should then make recommendations on accommodations to the person coordinating assessments.
- The designated staff member completes section C of the application form. This form is retained in the learners file.

It is then the responsibility of that person to work with whoever is organising the exam to ensure that the accommodations requested are put in place and then to inform individual learners of the specific arrangements for their examinations.

Learners may require training in how to use assistive technologies or may need practice using other equipment and this should be facilitated by the centre.

If a learner is not happy with their exam accommodations, s/he should write to the Principal/Centre Manager with all the details and the Principal/Centre Manager will give a final decision after looking at all the documents provided.

6.6.3 Principles for determining reasonable accommodations

All requests for examination accommodation should be informed by the following principles:

- Assessment accommodations should be made for learners, who because of a temporary, permanent or long-term disability require such accommodations in order to effectively demonstrate their knowledge in an assessment situation
- Any accommodation awarded should not compromise the integrity of the assessment process
- Since the core principle of the assessment is fairness and consistency all accommodations should be designed to minimise the disadvantage experienced by learners with disabilities
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- The specific accommodations should be made after consultation with the individual learners. Consideration should be given to the fact that different subjects and different methods of assessment make different demands on learners
- Where it is not possible for a learner to participate in a particular type of assessment it should be possible for the learner to apply for an alternative mode of assessment providing the purpose of the examination would not be compromised
- It is essential to ensure that any accommodation made should not compromise the objective of the assessment, i.e. that learners are required to demonstrate a predetermined level of ability in relation to essential course requirements

6.6.9 Use of Computer during the Exams

The use of a 'computer' in this document includes word processors, laptop, personal computers (PCs) and any other micro processing devices that produces text.

A computer:

1. Must only be used by a learner who, as a result of an impairment, presents handwritten communication that is illegible, incomprehensible or produced at below average speed as evidenced by a diagnostic or medical report.;
2. Must have been cleared of any previously stored data, as must any portable storage medium used. Storage media such as memory sticks or discs must not be used by a learner, but can be used by an examinations officer to take the completed work to a printer;
3. Must reflect the learner's normal method of producing written work except in cases where temporary injury gives rise to the need for a word processor;
4. Must be in good working order and connected to mains electricity;
5. Must either be connected to a printer so that an answer paper can be printed off or have the facility to print from a portable storage medium. This may be done after the examination is over, not in the extra time. The learner should be present to verify that the work printed is his or her own. Word processed answer paper must be attached to any answer book which contains some of the answers;
6. Must not give the learner access to other applications such as calculators, spread sheets etc.
7. Must not include graphic packages or computer aided design software unless permission has been given to use these;
8. Must not include voice-activated software unless the learner has permission to use a scribe or relevant software;
9. Must not be used to perform skills which are being assessed;
10. Must not be connected to an Intranet or any other means of communication
11. Training will be offered to learners to familiarise themselves with the appropriate software or any other piece of technology the learner wishes to use during the examination.
12. The learner should be given a copy of the guidelines in relation to using a computer / laptop during an exam

6.6.9 Use of a Digital Recorder

The use of a digital recorder is appropriate where it can be established that the learner's inability to produce a legible script *is attributable to a specific learning difficulty as distinct from his/her general intellectual ability.*

The following guidelines must be adhered to:

1. A learner using a digital recorder during an exam must use a separate examination centre
2. The digital recorder should be tested prior to the exam commencing to ensure that it has been cleared of any previously stored data, is in good working order and must be connected to mains electricity or have sufficient batteries;
3. The learner should have to opportunity to practice using the digital recorder prior to sitting the exam
4. The only material to be recorded onto the digital is the learners' answers. The learners should indicate the question number and the actual question he or she is answering prior to recording each answer.
5. The digital recorder can be turned on and off to avoid periods of silence on the digital recording
6. The learners can replay the digital to review his /her answers
7. When the exam has been completed this should be indicated on the digital by the exam supervisor. The digital should also be clearly labelled as to the contents of each digital
8. The learner should be given a copy of the guidelines in relation to using a digital recorder during an exam

6.6.8 Guidelines for using a Reader

Access to a reader may be granted to the learner. Access to a reader is appropriate where it can be established that the learner's inability to read a question paper is attributable to a specific learning difficulty as distinct from his/her general intellectual ability.

A reader should only be granted where a learner is unable to read the question paper. This means that the learner must have a significant reading difficulty and that in the absence of access to a reader, the learner would be significantly disadvantaged.

A reader:

1. Must read accurately;
2. Must only read the instructions of the question papers and questions but not explain or clarify;

3. Must repeat instructions given on the question paper only when specifically requested to do so by the learner;
4. Must abide by the regulations since failure to do so could lead to the disqualification of the learner.
5. Must not advise the learner regarding which questions to do, when to move on to the next question, nor the order in which questions should be answered;
6. May enable a visually impaired learner to identify diagrams, graphs and tables but must not give factual information nor offer any suggestions, other than that information which would be available on the paper for sighted learners;
7. May read numbers printed in figures as words (e.g. 252 would be read as two hundred and fifty-two but at the point of reading the number it should also be pointed to on the paper). An exception would be when the question is asking for a number to be written in words (e.g. Write the number 3675 in words.);
8. Must not decode symbols and unit abbreviations (e.g. 2^2 should not be read as two squared but the function simply pointed to by the reader since part of the assessment is recognising what the superscript 2 means. Similarly, if the symbol $>$ is printed, it should not be read as 'greater than' but simply pointed to by the reader.);
9. May read back, when requested, what has been written in the answer;
10. May, if requested, give the spelling of a word, which appears on the paper but otherwise spellings must not be given.
11. Additional time is 15 minutes per scheduled hour of the examination, with a maximum additional time of 30 minutes per examination.

6.6.10 Guidelines for the use of a Scribe

In exceptional circumstances, a learner who is unable to write or effectively unable to write may be granted the assistance of a scribe where a physical difficulty and a speech difficulty makes the use of assistive software, a digital recorder or a computer unsuitable. The use of a scribe may also be appropriate where a digital recorder or computer does not meet the requirements of the examination (e.g. Mathematics.)

In addition, learners with Asperger's Syndrome or Developmental Coordination Disorder may have access to a scribe only when there is a problem with fine motor movement and use of a laptop is not an option.

The following guidelines should be adhered to:

1. A learner using a scribe must sit the exam in a separate examination centre
2. A scribe must write down or word process accurately what the learner has said, except in an examination requiring word processing, in which case, a scribe will not be permitted;
3. A scribe must draw or add to maps, diagrams and graphs strictly in accordance with the learner's instructions, unless the learner is taking a design paper, in which case a scribe will only be permitted to assist with written parts of the paper;
4. A scribe must abide by the regulations since failure to do so could lead to the disqualification of the learner;
5. A scribe must write or word-process a correction on a typescript or Braille sheet if requested to do so by the learner;
6. A scribe must immediately refer any problems in communication during the examination to the examination supervisor;
7. A scribe must not give factual help to the learner or indicate when the answer is complete;
8. A scribe must not advise the learner on which questions to do, when to move on to the next question, or on the order in which questions should be answered;
9. A scribe must not expect to write throughout the examination if supervised rest breaks have been permitted;
10. A scribe may, at the learner's request, read back what has been recorded.
11. A learner using a scribe should receive additional time i.e. 15 mins per hour, with a maximum of 30 minutes per examination.

6.6.11 Guidelines for the use of a separate centre for examinations

A learner may sit his/her examinations in a separate centre. **The granting of a special examination centre does not automatically mean that the learner will be sitting in an examination centre on his/her own.** In some circumstances, it may be appropriate for the centre to assign a small number of learners to one special centre under the control of one superintendent.

The following are examples of where it may be appropriate to accommodate more than one learner in a special centre: -

- Learners who have certain emotional or behavioural difficulties
- Learners who have non-contagious medical conditions
- Learners who have been granted the use of a word processor
- Learners who have been granted the use of a reader but who only require occasional words or phrases to be read to them; in this type of scenario, it may be possible for a small number of learners to share one reader
- Granting breaks or rest periods in each examination session that are warranted by the physical or medical condition of the learner.
- Taking of medicine, food or drinks into the examination centre where this is required for medical reasons
- Allowing the learner to move within the centre
- Use of a special desk or chair used in the classroom
- Use of low vision aids used normally in the classroom
- Ensuring that a learner with a hearing impairment is positioned close to the superintendent

6.6.11 Guidelines for Additional Time

- Additional time may be allocated to learners with specific needs. This additional time is limited to 15 minutes per scheduled hour of the examination, with a maximum additional time of 30 minutes per examination. This is the maximum time allowable to facilitate the practicalities of timetabling examinations.

6.6.12 Guidelines for Spelling & Grammar Waiver

- This accommodation applies to language components only.
- This accommodation applies to examination and skills demonstration settings only. Where there is preparation time to submit assessments, it is expected that a learner spell checks and proofreads their assessments.

6.6.13 Guidelines for the use of Irish Sign Language Interpreters³

- The interpreter should translate all announcements and information given by the exam supervisor or assessor prior to and during the examination or skills demonstration.
- The interpreter should translate all interaction between the exam supervisor or assessor and the learner, including questions and clarifications. The interpreter should interpret no other speech/sign, nor go beyond the learner's or the examination supervisor's or assessor's communications.
- The learner may request that the interpreter translate questions from the written examination paper or brief. If, following translation, there is need for further clarification, the interpreter may attempt to rephrase their interpretation but they must not attempt to introduce additional information over and above that which is specifically mentioned in the question. Any further clarification that is sought should be referred to the examination supervisor or assessor and not offered by the interpreter.
- The interpreter must not provide additional examples, contextual information nor should he/she attempt to provide guidance to the learner in answering a question.
- If a learner wishes to sign his/her assignment or examination and to have this simultaneously transcribed by a scribe, the interpreter may seek clarification, as is normal in interpreted interaction. This should be done in a manner that reduces the impact upon the learner's flow.

6.6.14 Guidelines for the use of Assistive Software

- Training will be provided to the learner on use of the software
- It is compulsory for the learner to attend training before using the software in an examination
- A number of learners will be using assistive software in the same room

6.6.15 Guidelines for Rest Breaks

Some learners may be granted rest breaks as part of their assessment accommodations. While the time of all rest breaks cannot be determined in

³ Adapted from *Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities*. Adopted by DAWN November 2012

advance it is important that the exam supervisor follows the guidelines set for rest breaks in the exam period.

- A learner may take a rest break/s during the examination if approved by the Examination organiser in advance of the exam
- The purpose of the rest break will be outlined to the learner and the exam supervisor in writing prior to the exam and the amount of rest breaks and the duration of the rest breaks will also be set out in writing prior to the exam
- During the rest break the learner is not permitted to communicate with any other person unless it is to question the exam supervisor about the rest break / exam or a P.A. in relation to personal care
- The exam supervisor should supervise the learner while the learner is taking a rest break
- The use of a separate centre may be necessary also.
- In situations when a rest break is taken when required by a learner, the rest break should be timed by the exam supervisor and added onto the time specified for the exam. The maximum extra time allowed in examinations is 30 minutes per examination.

Document Details

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Templates/Resources	6.6.a Specific Details of Needs Recognised and the Appropriate Evidence Required
	6.6b Application Form for Reasonable Accommodations in Assessment
References	Disability Access Route to Education website www.accesscollege.ie/dare/providing-evidence-of-your-disability/
	Reasonable Accommodations at the 2017 Certificate Examinations, State Exams Commission
	DAWN Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities, November 2012 www.tcd.ie/disability/assets/doc/pdf/DAWN_Exams_Policy_2012%20FINAL%20PDF.pdf
	ETBI Draft National Assessment Procedures Handbook Consultation Phase of Reasonable Accommodation. www.etbi.ie/consultation

Appendix 6.6.a Specific Details of Needs Recognised and the Appropriate Evidence Required.

<u>1 Learning Difficulty</u>	
Type of Disability/Need	Report Accepted from Medical Consultant/Specialist
Specific Learning Difficulty incl. Dyslexia and Dyscalculia.	<ul style="list-style-type: none"> An Education Psychologist assessment completed by an appropriately qualified psychologist. A Dyslexic Adult Screen Test (DAST) completed by a trained practitioner will be accepted for dyslexia. <p>There is no age limit to the report.</p>
Developmental Coordination Disorder (DCD) -Dyspraxia/Dysgraphia	<ul style="list-style-type: none"> Appropriately qualified psychologist, Occupational Therapist, Neurologist or Chartered Physiotherapist who is a member of their respective professional or regulatory body. <p>There is no age limit to the report.</p>
General Learning Disability	<ul style="list-style-type: none"> An Education Psychologist assessment completed by an appropriately qualified psychologist. <p>There is no age limit to the report.</p>
<u>2 Hearing Difficulty</u>	
Type of Disability/Need	Report Accepted from Medical Consultant/Specialist
Learners who have an Audiogram	<ul style="list-style-type: none"> Diagnostic/ Clinical Audiologist registered with the Irish Academy of Audiologists (IAA)

	<p>OR HSE Audiologist.</p>
Applicants attending School for the Deaf	<ul style="list-style-type: none"> Principal of School for the Deaf.
Applicants who are recipients of a cochlear implant	<ul style="list-style-type: none"> Ear Nose and Throat (ENT) Consultant OR Cochlear Implant Programme Coordinator
<u>3 Visual Difficulty</u>	
Type of Disability/Need	Report Accepted from Medical Consultant/Specialist
Blind/Vision Impaired (Including, but not exclusive – Aniridia, Best’s disease, Charles Bonnet syndrome, Coat’s disease, Coloboma Congenital cataracts, Corneal dystrophies (including Keratoconus), Corneal transplantation, Diabetes-related eye conditions, Hemianopsia, Glaucoma, High degree myopia, Macular Hole, Nystagmus, Retinitis pigmentosa, Retinal vessel occlusion, Retinopathy of prematurity, Stargardt’s macular dystrophy, Stickler Syndrome, Thyroid eye disease, Uveitis, Lawrence Moon Biedel Syndrome, Alstrom Syndrome)	<ul style="list-style-type: none"> Ophthalmologist/ Ophthalmic Surgeon
<u>4 Physical Difficulty</u>	
Type of Disability/Need	Report Accepted from Medical Consultant/Specialist
Physical Disability (Including (but not exclusively) Cerebral Palsy, Brittle Bone Disease,	<ul style="list-style-type: none"> Orthopaedic Consultant or another relevant Consultant <p>There is no age limit on the report.</p>

<p>Spina Bifida, Rheumatoid/Osteoarthritis, Spinal Cord Injuries, Muscular Dystrophy, Hydrocephalus)</p>	
<p>Neurological Conditions (including but not exclusive – Epilepsy, Guillain- Barre Syndrome, Huntington’s Disease, Brain Tumour, Multiple Sclerosis, Motor Neuron Disease, Friedreich’s Ataxia, Head/Traumatic Brain Injury, Stroke, Parkinson’s Disease, Spinal Muscular Atrophy)</p>	<ul style="list-style-type: none"> • Neurologist or another relevant Consultant <p>There is no age limit on the report.</p>
<p>Speech, Language and Communication Disorder (Including (but not exclusively) Stammering; Receptive and/or Expressive Language Disorders; Unintelligibility due to a phonological disorder, articulation disorder associated with structural anomalies; Acquired communication disorders such as Aphasia, Anomia, Dysarthria, Dyspraxia resulting from neurological conditions, or any Neurodegenerative, or genetic disease associated with impaired communication and social interaction)</p>	<ul style="list-style-type: none"> • Speech and Language Therapist <p>There is no age limit on the report.</p>
<p>Significant Ongoing Illness (Including (but not exclusively) Diabetes Type 1, Cystic Fibrosis (CF), Severe Crohn’s Disease, Severe Ulcerative Colitis and Irritable Bowel Disease (IBD), Chronic Fatigue, Cancers)</p>	<ul style="list-style-type: none"> • Relevant Consultant/Specialist appropriate to the disability/ condition. • In cases where an applicant is in the care of the relevant Consultant/ Specialist, the evidence of a disability can be

	<p>provided by a Registrar who is a member of their team.</p> <p>The report must be less than 3 years old.</p>
<p><u>5 Mental Health or Behavioural Difficulty</u></p>	
<p>Type of Disability/Need</p>	<p>Report Accepted from Medical Consultant/Specialist</p>
<p>Autism Spectrum Disorder (including Asperger’s Syndrome)</p>	<ul style="list-style-type: none"> • Report by Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician. All of whom are a member of his or her professional or regulatory body. • In cases where an applicant is in the care of a Consultant Psychiatrist, Neurologist or Paediatrician, a Registrar who is a member of their team can provide the evidence of a disability. <p>There is no age limit to the report.</p>
<p>Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder</p>	<p>Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician. All of whom are a member of his or her professional or regulatory body. In cases where an applicant is in the care of a Consultant Psychiatrist, Neurologist or Paediatrician, a Registrar who is a member of their team can provide the evidence of a disability.</p>

	There is no age limit to the report.
<p>Mental Health Condition (including, but not exclusive- Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders, Psychosis.</p>	<p>Consultant Psychiatrist on Specialist Register.</p> <p>In cases where an applicant is in the care of a Consultant Psychiatrist, the Psychiatric Registrar can provide the evidence of a disability.</p> <p>Consultant Psychiatrist should be listed on the Specialist Register of the Medical Council of Ireland.</p> <p>Report must be less than 3 years old.</p>



Appendix 6.6b Application Form for Reasonable Accommodation in Assessment

Section A: To be completed by the learner

Learner Details	
Full Name:	
Date of Birth:	
Centre:	
Programme being studied:	

Disability/Specific Need Information	
Disability Type (Please tick primary disability):	
1) Learning Difficulty	<input type="checkbox"/>
2) Hearing Difficulty	<input type="checkbox"/>
3) Visual Difficulty	<input type="checkbox"/>
4) Physical Difficulty	<input type="checkbox"/>
5) Mental Health or Behavioural Difficulty	<input type="checkbox"/>

Please state the specific name of the disability or specific needs:

Please state if there are any other disabilities or specific needs:

Evidence being provided:

A. Report completed by the appropriate medical consultant/specialist	<input type="checkbox"/>
B. Evidence of previous reasonable accommodations provided in Irish State Examinations	<input type="checkbox"/>
C. This form completed by the appropriate medical consultant/specialist	<input type="checkbox"/>

<p>D. This form completed by a general practitioner (GP) to confirm that they have documentation from the appropriate specialist consultant listed on file confirming the diagnosis.</p>	<input type="checkbox"/>
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Learner's Signature: _____ **Date:** _____

Section B: To be completed by Medical Consultant/Specialist or General Practitioner.

Please confirm if the specific need identified above is permanent, temporary or fluctuating.	
Permanent <input type="checkbox"/>	Temporary <input type="checkbox"/>
Fluctuating <input type="checkbox"/>	
How does the disability/medical condition impact on the applicant's ability to study and participate in school/college (e.g. impact on school attendance, ability to engage with the curriculum, examination performance etc.)?	
What recommendations would you make for reasonable accommodation to enable equal participation in Further Education?	
Where a Medical Consultant/Specialist has completed this form:	
I confirm that the learner named above has the specific need or disability as outlined	
Name and Title of Consultant/Specialist:	
Address:	
Consultants Signature:	
Date:	
Official Stamp: Please stamp here or attach a business card or headed paper.	
Where a General Practitioner has completed this form:	

<p>I confirm that the learner identified has the specific need or disability as outlined and I have a report or other documentation on file from the appropriate Specialist or Medical Consultant, which can be produced if required.</p>	
<p>Please provide the name, and address of the recognised Specialist/Medical Consultant that has diagnosed this learner</p>	
<p>Date of Report or letter of diagnosis from the Specialist or Medical Consultant</p>	
<p>Name and Title of General Practitioner:</p>	
<p>Address:</p>	
<p>IMC No (GP only)</p>	
<p>GP Signature:</p>	
<p>Date:</p>	
<p>Official Stamp: Please stamp here or attach a business card or headed paper</p>	

Section C: To be completed by designated staff member in centre

Based on the information provided on this application form and meeting with the learner on [insert date]_____and discussions with the assessors involved

(A) The following accommodations will be provided:

This information was communicated to the relevant assessment coordinator or assessor on [insert date] _____

OR

(B) There is insufficient evidence to warrant reasonable accommodation.

Name of designated staff member: _____

Signature_____Date: _____

This application should be kept in the learners file.