



Ref.: 2014-09-D-12-en-5

Orig.: EN

Template for the requesting of special arrangements for the European Baccalaureate cycle (S6-S7)

REQUEST FOR SPECIAL ARRANGEMENTS FOR s6 AND s7

Must be submitted no later than the 15th of October of the year preceding entry into the Baccalaureate cycle)

PART A: To be filled by the School and/or the legal representatives of the pupil and/or by the pupil if s/he is not a minor

Name of the pupil:	Class: Section:	School:
Name and title of the specialist(s):		
Diagnosis (as stated in the medical / psychological/psycho-educational / multi-disciplinary report):		
Recommendations for special arrangements (as stated in the attached medical / psychological / psycho-educational / multidisciplinary report):		

SPECIAL ARRANGEMENTS ARE REQUESTED FOR: *(Please, tick the appropriate box and indicate the subjects)*

<input type="checkbox"/>	All tests and examinations during S6 and S7 (excluding Pre-Bac and Bac)
<input type="checkbox"/>	Pre-Baccalaureate examinations in S7
<input type="checkbox"/>	European Baccalaureate examinations in S7

For European Baccalaureate examinations, the special arrangement(s) requested is/are for¹ :

Written examinations:		Preparation of the oral examinations:	
<input type="checkbox"/>	L1	<input type="checkbox"/>	L1
<input type="checkbox"/>	L2	<input type="checkbox"/>	Oral 2=
<input type="checkbox"/>	Math 3/5	<input type="checkbox"/>	Oral 3 =
<input type="checkbox"/>	Option 1 =		
<input type="checkbox"/>	Option 2 =		

¹ Please tick the subjects for which special arrangements may **possibly** be needed for the European Baccalaureate examinations, it is understood that final choices will be made in S7.

PART B: To be filled by the legal representatives of the pupil or by the pupil if s/he is not a minor

Special arrangements requested:

<i>Please, specify (Tick the code identifying each special arrangement in the annex):</i>							
<input type="checkbox"/> D1	<input type="checkbox"/> D2	<input type="checkbox"/> D3	<input type="checkbox"/> D4	<input type="checkbox"/> D5	<input type="checkbox"/> D6	<input type="checkbox"/> D7	
<input type="checkbox"/> I1	<input type="checkbox"/> I2	<input type="checkbox"/> I3	<input type="checkbox"/> I4	<input type="checkbox"/> I5	<input type="checkbox"/> I6	<input type="checkbox"/> I7	
<input type="checkbox"/> I8	<input type="checkbox"/> I9	<input type="checkbox"/> I10	<input type="checkbox"/> I11	<input type="checkbox"/> I12	<input type="checkbox"/> I13	<input type="checkbox"/> I14	<input type="checkbox"/> I15

<p>Please elaborate (Compulsory if you tick I15):</p>

Supporting documents:

Requested special arrangements are attached in the enclosed letter of application from the PUPIL's LEGAL REPRESENTATIVE(S) OR BY THE PUPIL IF S/HE IS NOT A MINOR and match the wording of the official Procedural document (2012-05-D-15-en).

It is **MANDATORY** to provide the medical / psychological / psycho-educational and / or multidisciplinary report (should not be dated earlier than October when in year s3 and not later than October when in year s5)

Other supporting documents

<p>Please, list and give a short description</p>
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Signature of the legal representatives of the pupil or by the pupil if s/he is not a minor:

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PART C: To be filled by the School

Has the pupil had special arrangements in year S1–S5 tests and/or examinations?

- Yes, the same as requested for S6–S7
- Yes, but different than requested for S6–S7
- No special arrangements before

The director of the School has authorised the following special arrangements for S6–S7

Tick the codes identifying each special arrangement authorised in the annex							
<input type="checkbox"/> D1	<input type="checkbox"/> D2	<input type="checkbox"/> D3	<input type="checkbox"/> D4	<input type="checkbox"/> D5	<input type="checkbox"/> D6	<input type="checkbox"/> D7	

School recommendations (<i>Tick the code identifying each special arrangement in the annex</i>)						
<input type="checkbox"/> I1	<input type="checkbox"/> I2	<input type="checkbox"/> I3	<input type="checkbox"/> I4	<input type="checkbox"/> I5	<input type="checkbox"/> I6	<input type="checkbox"/> I7
<input type="checkbox"/> I8	<input type="checkbox"/> I9	<input type="checkbox"/> I10	<input type="checkbox"/> I11	<input type="checkbox"/> I12	<input type="checkbox"/> I13	<input type="checkbox"/> I14
<input type="checkbox"/> I15						

Signature of the School:

PART D: After checking that each part of the present document is complete and accurate, please fill in and sign here below:

<u>Names:</u>	<u>Signatures:</u>
	Support Coordinator
	Legal representative(s) or pupil if s/he is not a minor
	Director
Place and Date:	

No complaint or appeal about a decision taken on the granting or refusal of special arrangements may be lodged, without prejudice to Article 12.1, laying down arrangements for complaints about and appeals against the Baccalaureate examination.

ANNEX – CODES

The special arrangements listed below may be authorized by the School **Director** for S6 and S7:

D1 - Separate room for the test/examination/assessment.

D2 - Change of seating arrangements.

D3 - Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes.

D4 - An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or a teacher of the subject that is being examined.

D5 - The use of a specific learning aid which is normally used in class, for example, a magnifying glass; a hearing aid; coloured overlay; a low vision aid; coloured lenses.

D6 - For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil.

D7 - Extra-time maximum of 25 % for situations of pupils with duly justified dyslexia. In this situation, the Schools must inform the BAC unit. If the Director does not grant the requested extra-time, the request will be submitted to the Bac Unit for analysis of the JBI or the inspector in charge of Special Arrangements.

The special arrangements listed below may only be authorized by the **Board of Inspectors (Secondary) or the Inspector responsible for Support (Secondary)**. The justification for any of these arrangements needs to be confirmed by the School and by the specialist's report:

I1 - Modifications to the format of the examinations: size of paper and font, contrast, alignment, line spacing, spatial presentation and printed pages. A paper and digital Braille version of the exams may also be made available.

I2 - A maximum of 25% of extra time can be granted for the written examinations. For oral examinations, a maximum of 25% of extra time can be granted only for the preparation. The oral examinations will take 20 minutes in any case. The examination time will not be extended.

I3 - Use of a computer or laptop or any approved device and the corresponding approved software to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. The school ensures that any computer/laptop being used is cleared of stored information and the spell check function and is not connected to the Internet. It should be noted that in examinations, other than language examinations, content/skills and not language errors are assessed.

I4 - Use of a spell checker because of dyslexia. This request must be confirmed by the School.

I5 - Disregard of spelling mistakes in language tests/exams in cases of severe dyslexia in case a spellchecker is not granted.

I6 - a) Approved speech-to-text software/device; or

b) a scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary

I7 - An audio recording of answers because a scribe is not available and because of dyslexia.

I8 - a) Approved text-to-speech software/device or

b) a reader to read both the assessment paper and to read back the answers because of severe dyslexia.

I9 - Use of a simple arithmetic calculator, whenever no calculator at all would be allowed, because of diagnosed dyscalculia, because of diagnosed dyslexia, ADHD or Working memory deficit.

I10 - Rest period(s) – during this time, a pupil may not read, write, or take notes of any kind and may leave the room under supervision.

I11 - A communicator to provide assistance to a hearing-impaired candidate through sign language or lip speaking.

I12 - a) Approved software/applications or

b) a prompter to assist a candidate with severe concentration difficulties or neurological disability in paying attention to the assessment's tasks.

I13 - Written instructions for a deaf or hard of hearing candidate, For those candidates, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises or pupils receive a script of audio file or video.

I14 - Written answers for oral examinations for a candidate who has severe difficulties in oral expression.

I15 - Others