

Guidelines for Access Arrangement for Full-Time Students with Special Educational Needs

Introduction

- 1 This document states the guidelines for granting access arrangement to students with Special Educational Needs (SEN).

Principles of Access Arrangement

- 2 Access arrangements, i.e. accommodations that are made to the examination and other forms of coursework assessments, can be provided for students with SEN. These can be in the form of special examination requirements (e.g. extra time, enlarged question paper, special examination room and use of scribe), and/or, for more severe needs, exemptions from certain portions of the subjects' learning objectives.
- 3 The following principles must be considered when recommending access arrangements for student with SEN:
 - 3.1 Must not give the student an advantage over other students.
 - 3.2 Must not compromise the competence standards being tested.
 - 3.3 The student must be assessed based on the same marking criteria so that his marks obtained have the same validity as other students.
 - 3.4 Not to be based solely on the student's disability type but to take into account his specific needs.
 - 3.5 Should as far as possible reflect the student's usual way of learning.
 - 3.6 If the student's condition changes, the access arrangements should be reviewed.

Fast-Track Approach for Suitable Cases Identified in 'SEN Student Data File' provided by MOE

- 4 Based on the 'SEN Student Data File' from MOE, Academic Affairs (AA) will identify suitable cases from the file that can be granted regular and common types of access arrangements (e.g. extra time, enlarged question paper, special examination room and use of scribe) without the need for further supporting documents from students. The processing of access arrangements for students will take into consideration the following:

- 4.1 The extra time to be recommended for students' examination will be aligned with that granted for their national examination (i.e. GCE 'O' or 'N level). Academic Affairs will take reference from the extra time granted to students for their English Language or Mathematics paper at national examination to map out the extra time to be recommended for their examination in TP. For instance, a student who had been given 25 minutes extra time for English Language paper will be recommended to be given 15 minutes extension time per hour of written examination or 30 minutes extension (25%) for a 2-hr paper.
 - 4.2 Students considered as high need cases will be surfaced to SEN Support Office for review and recommendation of access arrangements to be granted to the students for their examination.
- 5 Academic Affairs will seek Registrar's approval to grant access arrangement to the identified students, and will notify the Schools and SEN Support Office students on list of students granted access arrangements for examination via the fast-track approach. The students will also be notified via letter (copy to School) on the approved arrangement granted to them. If a student wishes to withdraw from the access arrangement granted to him, he must inform AA on his decision in writing.

Non Fast-Track Approach - Application for Access Arrangement

- 6 For other cases not classify under the fast-track approach, or for requests for different access arrangements by students under the fast-track approach, the Schools will need to seek approval for their students.
- 7 The applications shall be supported in one of the following ways:
 - 7.1 Official letter, certification or assessment report by medical specialist (e.g. psychologist, occupational therapist).
 - 7.2 Documentary evidence of access arrangements granted to the student at national examination (i.e. approved SEAB access arrangement for PSLE, GCE 'O' or 'N level) or ITE.
 - Students without the supporting documents can write to SEAB (SEAB_AA_Admin@seab.gov.sg) to request a record of their approved access arrangements granted for PSLE, GCE 'O' or 'N level exams.
 - 7.3 Official document or letter certified by the principal of the secondary school that student graduated from.

- 7.4 If a student does not have any of the supporting documents stated above but he has declared his medical condition during or after enrolment in the polytechnic, the School can arrange for him to be assessed by the polytechnic's SEN Support Officer. The SEN Support Officer's recommendation can serve as the supporting document to substantiate the student's request for access arrangement for a probationary of 6 months*.

** Applicable only for regular and common types of access arrangements (see below table marked with **). Additional supporting documents, i.e. those indicated in 7.1, 7.2 or 7.3 above, are still needed if the access arrangement requested is of different nature.*

Types of Access Arrangements

- 8 Students granted access arrangement will be arranged to sit for examination in assigned Special Examination Room. Other possible support for different conditions are given in the table below:

	Extra Time**	Modified Papers**	Separate room**	Assistive Devices	Scribe**	Colour** Identification	Assistance**
Physical Impairment	✓			✓	✓		✓
Visual Impairment	✓	✓		✓			
Hearing Impairment				✓			✓
Cerebral Palsy	✓	✓		✓	✓		
Dyspraxia	✓				✓		
Attention Deficit Hyperactivity Disorder (ADHD)	✓		✓				
Autism Spectrum Disorder (ASD)	✓		✓				
Dyslexia	✓						
Colour Vision Deficiency						✓	
Tourette's Syndrome	✓		✓				

Approval for Access Arrangement for Examination

- 9 Registrar shall be the approving authority for granting access arrangements to students with SEN. The School should use the memo template attached in Annex A for seeking approval to grant access arrangement to students for examination.

Access Arrangement for Coursework Assessment

- 10 The School should ascertain whether the student requires access arrangements for coursework assessments as well and, if required, to make the necessary arrangements for the student. However, the access arrangements to be granted to a student for his written coursework assessment (i.e. sit down time-based written assessment) should take reference from the access arrangements granted for his examination. For instance, if the student has been granted 30 minutes extension for 2-hour written examination, the extension of time to be granted to him for a 1-hour coursework assessment (e.g. Term Tests) should proportionally be 15 minutes.
- 11 The Course Chair should keep all the relevant Subject Leaders/tutors informed of the coursework access arrangements granted to the student for each semester and that these arrangements are applicable over the student's duration of study in the course.

Exemption from Learning Objectives of Subjects

- 12 If a student's disability fundamentally affects his ability to learn and be assessed for certain learning objectives of subject, the School may recommend to the Principal to exempt the student from the identified learning objectives. The School is required to work with AA before recommending the student for such an exemption. The memo template is attached in Annex B.
- 13 Annotations will be marked next to the subject in the academic transcript and on the diploma certificate to indicate that the student was exempted from satisfying the full learning objectives of subject and graduation requirements of the course, respectively.

Updated in Feb 2022

MEMORANDUM

School of XXXXXXXXXX

To : Registrar **(Approved / Not Approved)**

Thru : D/AA **(Supported / Not Supported)**

D/XXX **(Supported / Not Supported)**

From : CC/XXX

Date :

Subject : Approval for Access Arrangements for Examination

Objective

1. To seek Registrar's approval to grant access arrangements to student(s) with Special Educational Needs.

Background and Recommendations

2. The following student(s) with medical condition(s) will need special provision(s) for the examination as indicated. The documentary evidences are provided in the annex(es) to this memo.

Student Name	Adm No.	Medical Condition(s)	Access Arrangement Recommended
Student A			e.g. 15 mins extension per hour of written exam
Student B			

(Notes:

1. To include as annexes student's appeal letter and any of these supporting documents: medical specialist's certification, SEAB's approved access arrangement for national exams, TP SEN Support Officer's recommendation for access arrangement. Please refer to the 'Guidelines for Access Arrangement for Students with Special Educational Needs' for more details.
2. Examples of special examination requirements: extra time, enlarged question paper, special examination room, use of laptop, password-protected question paper, and provision of scribe.
3. For a request for special exam room that also involves other arrangements such as use of laptop or other special invigilation requirements; the course team should discuss these requirements with AA/ECA prior to seeking approval.

For Approval

3. To seek Registrar's approval to grant access arrangements to student(s) with Special Educational Needs.

MEMORANDUM

School of XXXXXXXXXXXX

To : PCEO **(Approved / Not Approved)**

Thru : Registrar **(Supported / Not Supported)**

: D/AA **(Supported / Not Supported)**

: D/XX **(Supported / Not Supported)**

From : CC/XX

Date :

Subject : **Approval for Exemptions from Learning Objectives of Subjects for Student with Special Educational Needs**

Objective

1. To seek PCEO's approval to grant student exemptions from the learning objectives of subject(s) which School has determined that it is not possible to teach and access the student due to his/her disability.

Background

2. (*To provide background of the student, his/her medical condition and any earlier approved access arrangements (i.e. extra time, enlarged question paper, special examination room, provision of scribe)).*

Note: The course team is required to discuss the recommendation for exemption from learning objectives of subject with AA/ECA prior to seeking approval.

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Recommendation and Rationale

3. As the student's disability fundamentally affects his/her ability to learn and be assessed for certain portions of the following subjects, it is recommended that he/she be granted exemptions as follows:

Subject Name (Subject Code)	% of Learning Objectives to be Exempted	Recommended Duration of Exam Paper		Recommended Special Examination Requirements (if any)
		With Exemption (2, 1.5 or 1 hr)	With Exemption and time extension (if any)	

For Approval

4. To seek PCEO's approval on the recommended percentage(s) of exemption(s) from the learning objectives of the subject(s), and access arrangements (if applicable).