



European Schools

Office of the Secretary-General
European Baccalaureate Unit

Ref.: 2014-09-D-12-en-3

Orig.: EN

Template for the request of special arrangements for the European Baccalaureate cycle

Discussed and approved by the Joint Teaching Committee on 9 and 10 October 2014.

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

Name of the pupil:	Class: Section:	Personal identity code:
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)* ¹

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

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

PART B: To be filled by the legal representatives of the pupil

Special arrangements requested:

Please, specify (Tick the code identifying each special arrangement in the annex):

<input type="checkbox"/> D1	<input type="checkbox"/> D2	<input type="checkbox"/> D3	<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"/> D4	<input type="checkbox"/> D5	<input type="checkbox"/> D6	<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

Please elaborate (Compulsory if you tick I 14):

Supporting documents:

REQUESTED SPECIAL ARRANGEMENTS ARE ATTACHED IN THE ACCOMPANYING LETTER OF APPLICATION FROM THE PUPIL'S LEGAL REPRESENTATIVE(S) 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 April when in year s3 and not later than April when in year s5)

Other supporting documents

Please, list and give a short description

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

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

PART D: [To be filled and signed by the legal representatives of the pupil and the school](#)

<u>Names:</u>	<u>Signatures:</u>
	Support Coordinator
	Legal representative(s)
	Director
Place and Date:	

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.

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.

I2 - Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of examination, a maximum of ten minutes can be granted. For 90 minutes' assessments, an additional 15 minutes can be granted.

I3 - Use of a computer or laptop or a typewriter to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. 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, competences and not language errors, are assessed.

I4 - Use of a spell checker because of severe dyslexia². This request has to be confirmed by the school.

I5 - A scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary because of severe dyslexia.

I6 - An audio recording of answers because a scribe is not available and because of severe dyslexia.

I7 - A reader to read both the assessment paper and to read back the answers because of severe dyslexia.

I8 - Use of a simple arithmetic calculator, whenever no calculator at all would be allowed, because of diagnosed severe dyscalculia³, because of diagnosed severe dyslexia, severe ADHD or severe Working memory deficit⁴.

I9 - 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.

I10 - A communicator to provide assistance to a hearing-impaired candidate through sign language or lip speaking.

I11 - A prompter to assist a candidate with severe concentration difficulties or neurological disability in paying attention to the assessments tasks.

I12 - Written instructions for a hearing-impaired candidate.

² Severe dyslexia implies a Standard Score of 85 or less on a standardised academic achievement test in reading and/or writing.

³ Severe dyscalculia implies a Standard score of 85 or less on a standardised academic achievement test in Maths

⁴ severe working memory deficits imply a Standard score of 85 or less on a standardised cognitive test

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

114 - Others