

Specialist's Report Form

1. Diversity and Inclusion, Centre of Development and Resources for Students (CEDARS) assists students with documented disability or SEN condition(s) to have equal learning opportunities in university education.
2. Diversity and Inclusion, CEDARS conducts needs assessment with the student and review the information provided in the Specialist's Report Form. It served as a reference for Diversity & Inclusion, CEDARS to recommend reasonable accommodations or adjustments provided to students with disability or SEN.
3. Reasonable accommodations or adjustments are meant to reduce or eliminate disadvantaging effects of the student's disability on their studies. They are meant to "level the playing field" and are not intended to undermine academic integrity or core requirements of a course or programme.

Privacy statement

1. Diversity and Inclusion, CEDARS is committed to meeting the University Privacy Policies of personal data privacy protection (www.cedars.hku.hk/privacy).
2. Student's personal data is collected for providing support services and resources related to the disability or SEN condition(s).
3. Unless otherwise specified, provision of personal data is voluntary.
4. Student's personal data will be kept confidential and handled by the authorized staff members of CEDARS.
5. Relevant information in the Specialist's Report Form will be transferred to home Faculty or other department or units of the university on a need-to-know basis for the purpose of service arrangement.

Personal Details (to be completed by student)

Student's Full Name (Eng):

UID:

Specialist's Report (to be completed by Specialist)

Specialist's Full Name (Eng):

Profession:	Organization:
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Phone:	Email:
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Date of report (dd/mm/yyyy):

<u>Current functioning of student (to be completed by Specialist)</u>	
Diagnosis:	
Brief description of condition:	
Date of diagnosis (dd/mm/yyyy):	
Severity of condition:	<input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe <input type="checkbox"/> Profound
Prognosis:	a) The student's condition is expected to: <input type="checkbox"/> resolve / <input type="checkbox"/> improve / <input type="checkbox"/> be well managed within: <input type="checkbox"/> 3 months / <input type="checkbox"/> 6 months / <input type="checkbox"/> 12 months OR b) The student's condition is: <input type="checkbox"/> Ongoing and stable <input type="checkbox"/> Ongoing and fluctuating <input type="checkbox"/> Ongoing and degenerative

Suggested accommodations / recommendations (You may also refer to the Appendix for reference):

Recommended period for the accommodations stated above:

one semester / one academic year / whole curriculum / others (please specify: _____)

Student's Signature: _____

Specialist's Signature: _____

Appendix

Below is the list of recommended accommodations / adjustments provided to students with disability under CEDARS SEN Support. Please mark a “✓” in the appropriate box(es) and cross out inappropriate if applicable.

1. Classroom and lecture arrangements	
1.1 Allow the use of other equipment (e.g. desk with adjustable height/ extra chair/ Frequency Modulated (FM) system, etc.)	<input type="checkbox"/>
1.2 Special seating arrangement (e.g. front row/ where the student can read the lips of speaker/ away from ambient noise, etc.)	<input type="checkbox"/>
1.3 Wheelchair accessible classroom	<input type="checkbox"/>
1.4 Allow student to take rest break	<input type="checkbox"/>
1.5 Early availability of course materials	<input type="checkbox"/>
1.6 Permit student to use assistive software or arrange classmates to assist student’s note-taking	<input type="checkbox"/>
1.7 Special consideration for students’ participation in in-class activities and discussions	<input type="checkbox"/>

2. Assignment arrangements	
2.1 Provide marked assignments in electronic format if possible	<input type="checkbox"/>
2.2 Flexible deadline for assignments upon student's request on a case-by-case basis	<input type="checkbox"/>
2.3 Early availability of assignment topics when possible	<input type="checkbox"/>

Organization’s Chop: _____

Specialist’s Signature: _____

3. In-class assessments and final examinations arrangements		
3.1 Extra time allowance	Extra time allowance of (____%) for (type of exam, e.g. written papers/ multiple-choice question papers/ papers with both written and MC questions/ Chinese papers/ listening, etc.)	<input type="checkbox"/>
	Prolonged (preparation time/ pause) (____ mins) longer than normative duration for (type of exam, e.g. individual/ group listening test/ oral test, etc.)	<input type="checkbox"/>
3.2 Special question paper format (e.g. wider spacing/ single-sided/ present on computer, etc.)		<input type="checkbox"/>
3.3 Allow the use of computer for answering in examination		<input type="checkbox"/>
3.4 Rest break	(Flexible/ Fixed) supervised rest break of (___ mins) per (___ mins/ hour) for assessment duration of (___ mins/ hour or longer).	<input type="checkbox"/>
3.5 Special exam venue (e.g. wheelchair-accessible/ smaller room with fewer candidates, etc.)		<input type="checkbox"/>
3.6 Allow the use of other equipment (e.g. desk with adjustable height/ extra chair/ Frequency Modulated (FM) system, etc.)		<input type="checkbox"/>
3.7 Special seating arrangement (e.g. front row/ where the student can read the lips of the speaker/ away from ambient noise, etc.)		<input type="checkbox"/>
3.8 Flexible assessment criteria and mode (e.g. alternate mode of assessment, exempt the student from speaking/ listening test/ special consideration for student's handwriting legibility, etc.)		<input type="checkbox"/>
3.9 Special invigilator and communication request (e.g. makes written announcement instead of verbal announcement/ speaks to the student face-to-face for all announcements and explanations, etc.)		<input type="checkbox"/>

4. Other accommodations / recommendations that are good to have:

Organization's Chop: _____

Specialist's Signature: _____