

# Special Needs Unit (SNU)

Special Arrangements  
for students with SpLD and disabilities



Politecnico  
di Torino



# Special Arrangements

Special Arrangements are **tools/strategies** to allow the **overcoming of difficulties** related to one's personal characteristics in situations of study and checking of acquired competences.

They are **personal**, defined for each student by the **Special Needs Unit** in the first instance on the basis of:

- the **certification** submitted;
- the **experience** of the operators in relation to the specific university environment.



# Special Arrangements study

<b>Educational support</b>	A specific tutoring (educational or sign language) is offered to the student to help him/her organize the study process and foster the relationship with the teaching staff
<b>Attention to language</b>	Use linear and direct communication, avoid implicit messages and double negatives in both oral and written interactions
<b>Consulting</b>	Provide frequent and/or periodic individual advisory (in-person or remote)
<b>Careful inclusion in group work</b>	During group work: put the student in a small group, supervise the group and foster inclusion
<b>Additional course/examination details</b>	Clearly illustrate the exam structure and explain how to manage the extra time (do not take for granted any basic information on the course)
<b>Lip-reading facilitation</b>	Allow lip reading during the lessons: talk in front of the group, with clear and slow diction or using the microphone
<b>Video lectures</b>	Provide video lectures
<b>Accessible material</b>	Provide accessible learning materials ahead of the lessons (presentations, course handouts, exercise books), if requested by the student
<b>Recorder</b>	Use of recorder
<b>Customised deadlines</b>	Customize deadlines for turning in exercises and projects
<b>Digital texts</b>	Use of digital texts
<b>Video magnifier</b>	Use of video magnifier in the classroom

# Special Arrangements exam (first part)

<b>Authorisation for glycaemic control</b>	Allow the student to keep a glucometer. If the student needs to use it, allow time to resume the exam and give a new deadline to turn in the exam paper
<b>Headphone/noise-cancelling earplugs authorisation</b>	Allow use of noise-cancelling earplugs/headphones and text markers, for in-person exams
<b>HW/SW authorisation</b>	Use of PC / Exam Reader / graphic tablet / speech synthesis ...
<b>Teacher interaction authorisation</b>	Interaction with the teaching staff during the exam, if requested
<b>Exit authorisation</b>	Allow the student to go to the toilet during the exam and give extra time to make up for the toilet break
<b>Calculator</b>	Use of calculator
<b>Legibility criteria</b>	Legibility criteria (Arial, font size 12, line spacing 1,5, unjustified text, expanded spacing)
<b>Care in oral interactions</b>	Carefulness during oral interactions: make sure that the student has understood the question, avoid putting pressure, give more time to process the question and answer it, be patient and wait for the answer
<b>Alternative examination</b>	In the event that a written exam is strictly necessary, check if the exam format (e.g. multiple-choice questions, close-ended questions, etc.) may be a barrier and consider replacing it with a different type of assessment
<b>Online examinations</b>	Possibility to take the exam online (if necessary proctored by the staff of the Special Needs Unit)
<b>SNU space examinations</b>	If requested by the teaching staff/student, the student can take a proctored exam in the rooms of the Special Needs Unit, delivered at the same time of the other students

# Special Arrangements

## exam (second part)

<b>Formulary</b>	Use of formulary (for both written and oral exams)
<b>Concept maps</b>	Use of concept maps (diagrams that depict relationships between concepts)
<b>Orals quiet environment</b>	Oral exams in a quiet, silent and non-crowded space (or alternatively in the rooms of the Special Needs Unit), with breaks
<b>Oral vs. written</b>	Prefer oral exams rather than written exams
<b>Dedicated workstation</b>	Specific desk / workstation in the classroom or, alternatively, in the rooms of the Special Needs Unit; exam proctored by the SNU staff delivered at the same time of the other students
<b>Tutor presence</b>	A tutor of the Special Needs Unit (a person who reads out the questions and/or helps the student use the PC and/or takes dictation)
<b>Exam division</b>	Exam divided in several modules
<b>Extra time</b>	30% extra time to take the exam; alternatively, for written exams, a lower number of questions (reduce quantity but not quality)
<b>Enlarged track</b>	Paper-based exam: prepare the exam questions on A3 paper size, font: 14 Computer-based exam: check if it possible to zoom images and adjust brightness
<b>Content vs. form evaluation</b>	Assess content rather than style and spelling
<b>Written legibility check</b>	At the end of written paper-based exams, make sure that the student's answers are legible. If necessary, ask for clarifications of non-legible handwriting

«Watch out for those two!»

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If the **form** is included among the compensatory measures, you must **upload it in the Computerised Reporting Procedure** to obtain its validation (well in advance of the examination date and no later than 10 days from the date of the booked appeal).



**Concept Maps** are a very personal tool, remember to show them to the professors as you make them, bringing them to the classroom and asking for advice on how to structure the various topics: only in this way can you study on a useful material also in the exam, **agreed and shared in advance.**