

Appendix: Examples of impairments and accommodations

Note: What may be reasonable as an accommodation depends on particular circumstances that exist on a spectrum. The following examples are not comprehensive and available accommodations can change from time to time. For more information, contact [Accessibility Services](#).

Type of impairment	Accommodation available
Specific learning, e.g. Dyslexia, Dyspraxia, Dyscalculia, etc	Test/Exam support – Reader/Writer, additional time Notetaker Text-Speech and Speech-Text software support
Vision/Sight	Test/Exam support – Reader/Writer, additional time, 1-1 support Text-Speech and Speech-Text software support – Including OCR conversion for written text Large font print for written material
Auditory/Hearing	Sign language interpreting Test/Exam support – additional time Hearing devices including lapel microphones for lecturers/speakers or personal amplifier devices, priority seating
Mental Health/Psychological	Timetable management Support with requesting extensions Use of sensory tools in classroom environments Test/exam support – additional time, own room, gender specific supervisors
Neurodivergent/Sensory	Sensory tools in triggering environments such as earmuffs, hearing support, tactile tools 1-1 support Communication and advocacy support, in particular with other University staff and peers
Physical, including temporary injuries and mobility	Special Consideration support Test/Exam support – additional time, writer, extra time Preferential parking permits for equity of campus access Coordinating returns to study as part of recovery plan