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.

<table>
<thead>
<tr>
<th>Type of impairment</th>
<th>Accommodation available</th>
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| 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 |