

# Cavendish Road State High School

## Special Provision Policy



### 5.8 Special Provision Policy

#### DOCUMENT CONTEXT

This document is framed within the Queensland Government, Department of Education, Training and Employment P-12 Curriculum, Assessment and Reporting Framework, Disability Policy, Inclusive Education Policy Statement and in line with the Queensland Curriculum & Assessment Authority Policy on Special Provisions for School Based Assessments in Authority and Authority-registered Subjects.

#### STATEMENT OF INTENT

All students, including those with either temporary or long term diverse learning needs require equitable education opportunities to ensure they have access to the curriculum and have every opportunity to demonstrate their knowledge and skills.

This Special Provision policy applies to curriculum provision and school based assessment. Once the school has identified a barrier to students' learning, teaching personnel must put into place appropriate special provisions to address this.

Special provisions mean making reasonable adjustments to teaching, learning and assessment. An adjustment is a measure or action to assist a student to participate in education on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected. Adjustments are made in-line with the documents listed in document context above and a whole school approach is taken.

A Modification is an adaptation that results in the student with disability accomplishing different goals and objectives as non-disabled students and fundamentally alters the general education program. For example, a student working towards the achievement of a QCIA. Modifications to a student's learning program will occur in collaboration with specialist staff such as the HOSSES or Guidance Officers.

Special provision may apply to any student, depending on the circumstances and may be particularly relevant to students with diverse learning needs including, but not limited to:

- Those who meet the DETA criteria for diagnosis of disability – Autistic Spectrum Disorder (ASD), Hearing Impairment, Intellectual Disability, Physical Impairment, Speech-Language Impairment, Vision Impairment
- Those with physical disability
- Those with learning disability or difficulty (for example Dyslexia, Central auditory processing disorder, Language learning disability, developmental coordination disorder, Dyscalculia, Dyspraxia, Attention Deficit Disorder)
- Those with medical conditions of a physical or psychological nature (permanent or temporary)
- Those experiencing emotional difficulties (for example grief and loss, family related problems, extreme hardships)
- Those experiencing educational disadvantage due to socio-economic, cultural and linguistic factors (for example students of Aboriginal or Torres Strait Islander backgrounds, students who have English as their second language, migrants or refugees, those who have moved from remote or rural backgrounds, those who are displaced or homeless, those with low socio-economic circumstances)
- Those with different patterns of educational development and orientation, influenced by factors such as gender, giftedness or life experiences
- Those with other extenuating circumstances (e.g. trauma, those who are primary carers for others)

## PRINCIPLES RELATING TO SPECIAL PROVISION FOR ASSESSMENT

Specific educational needs should be recognised early so that the student can be appropriately supported through reasonable adjustments to programs and assessment items. Appropriate and effective consultation with the student, parent and school personnel should be central to the decision making process. Special provisions are made in consultation with the Year Level Deputy Principal, Guidance Officers, HOSSES Curriculum HODs and the Senior Schooling HOD for Year 11 and 12.

Special provisions involve the application of relevant syllabus criteria and standards against which achievement is judged. Assessment criteria and standards are not modified to suit particular students. The school is required to maintain the intent and rigour of the syllabus or study area specification and any other requirements or components that are inherent or essential to the course of study. Special provisions do not involve compensating for what the student does not know or cannot do.

### REASONABLE ADJUSTMENTS

According to the Disability Standards for Education 2005, "an adjustment is a measure or action to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students'. This is achieved by making adjustments to the delivery or mode of assessment, without changing the way the assessment is judged or marked.

Examples include, but are not limited to:

- Signed English or AUSLAN interpreter for those with hearing impairment
- Interpreter/translator for those with English as a second language
- Reader or scribe
- Opportunity to present cultural experiences in response to a task
- Assistance with interpretation / comprehension of text for those with language difficulties
- Computer simulation instead of a practical task for those with a physical impairment
- Specialised equipment
- Additional time
- Rest breaks
- Rescheduling an exam to another date
- Scheduling an exam at a specific time e.g. morning /afternoon
- Extension for an assignment
- Oral presentation given to a reduced audience
- Adjustment to presentation of exam or task sheet e.g. larger print, rewording of a question, symbols, visual cue, uncluttered format, tape instead of written text
- Exemption or deemed 'null or void' or 'atypical result if it is significantly below usual performance level

Each case must be considered on an individual basis and with consultation.

### EXEMPTIONS

Exemptions (non-completion) may be made to the whole or part of a piece of assessment.

It should be considered a last resort where all other efforts to remove the barriers to achievement have been tried, or where completing a piece of assessment would place an unreasonable burden upon a student.

In Year 11-12 an exemption will only be granted where there is sufficient alternative information and evidence to make a decision about an exit level of achievement, or if the particular task is a mandatory requirement outlined in the syllabus or SAS, then exemption would not be considered appropriate.

## PROCEDURE FOR APPLYING FOR SPECIAL PROVISIONS

Requests should be made by the parent or the student as soon as the barrier to learning has been identified.

### Request for Curriculum Provisions

Request for curriculum provisions should be made by making an appointment to see the Guidance Officers or HOSES.

### Request for Assessment Provisions

Request for assessment provisions should be made on the '**Special Provision Application to Vary Assessment Conditions Form**' and should be accompanied by supporting documentation where possible for both short term and long term requirements.

Such documentation may include, but is not limited to:

- Medical certificate
- Letter from a medical specialist e.g. Psychologist, Psychiatrist, surgeon etc.
- Formal diagnosis of a learning disability e.g. Dyspraxia
- Education Queensland EAP Verification
- Communication from a parent in consultation with the Guidance Officers, Year Level Deputy Principal or Senior Schooling HOD for Year 11 and 12 Students

### Confidentiality and Privacy

In situations where confidentiality and privacy are necessary the '**Special Provision Application to Vary Assessment Conditions Form**' may be completed with the Guidance Officer or Year Level Deputy Principal.

### Process

The Special Provision **Application to Vary Assessment Conditions Form** should be submitted to the Curriculum HOD in person or through the Guidance Officers, Year Level Deputy Principal or Senior Schooling HOD.

If grounds for Special Provisions exist, adjustments are negotiated and formalised on the form. Special Provision adjustment decisions will be made by the Curriculum HOD, based on the Special Provisions Policy and Special Provisions Teacher Guidelines and where necessary, in consultation with the Guidance Officers, Year Level Deputy or Senior Schooling HOD for Year 11 and 12. The Year Level Deputy Principal will grant Special Provision Approval.

If Special Provisions are granted, they are to be recorded on the Student Profile and a copy of the Special Provision Application to Vary Assessment Conditions Form is to be attached to the Assessment Instrument or in cases of exemption kept in the Student Folio.

Students may appeal decisions through the school Principal.

### Training

Curriculum HODs will receive professional development, through the Special Provision Guidelines for Teacher, to ensure awareness of the support available for students, the relevant policies that must be adhered to and the special provisions adjustments that may be put in place.

### Communication to Parents and Students

Parents and students will be made aware of the policy through the school website or through appropriate support personnel.

## **SPECIAL PROVISIONS NOT COVERED WITHIN THIS POLICY**

**Special Provision requests for the QCS test, Naplan and QTAC are made separate to this policy and can be made through an appointment with the Guidance Officers, Senior Schooling HOD or relevant Year Level Deputy.**