**Special Provisions Policy**

For School-based Assessments in Authority and Authority-registered Subjects

(Based on the QSA: Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects: January 2009)

The responsibility for making a decision about Special Provisions lies directly with the schools. The following guidelines (taken from the QSA Policy) are an appropriate guide and reference for these decisions.

“Special Provisions” (formally known as Special Consideration) means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.

**Who is eligible for Special Provision?**

Special Provisions may be particularly relevant for students with specific educational needs. Students with specific educational needs include but are not limited to:

- Students with disabilities.
- Students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage, such as students: – of Aboriginal and/or Torres Strait Islander backgrounds.
- Students with language backgrounds other than English.
- Students have short-term impairments such as glandular fever, fractured limbs etc.
- Other extenuating circumstances.

**What does special provision involve?**

- Special Provision is about making reasonable adjustments to assessment requirement
- Special Provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students.
- Reasonable adjustments for students with specific educational needs must be planned and negotiated as early as possible.
- 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.

**Examples of reasonable adjustments include, but are not limited to:**

- Permitting signing instead of speaking for students with hearing impairments.
- Allowing the use of specialised equipment to accommodate a student's disability (e.g. keyboarding rather than handwriting).
- Providing a reader to communicate a text where reading is not the skill being assessed, or providing a scribe to produce an exact transcription of student responses to assessment items where a physical impairment does not permit a student to write.
- Allowing additional time for students to complete assessable tasks (e.g. written tests or assignments) to give them the opportunity to demonstrate their knowledge and skills.
- An exemption should only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. For example, an exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student.

**Special provision does not involve** compensating for what the student does not know or cannot do.
REQUEST FOR SPECIAL PROVISION

STEPS TO FOLLOW

1. Student downloads form from the school website.

2. Student completes the form, and has it signed by their parent/carer. Appropriate documentation is attached to the request.

3. Student approaches the SY Curriculum Leader, at least one week prior to the due date, or draft due date, or as soon as possible when the task is received. SY Curriculum Leader, in conjunction with Assistant Principal - Curriculum and other key members of staff, determines the best way to support the student with regards to the needs outlined on the request form.

SY Curriculum Leader: Mrs Bath

Assistant Principal – Curriculum: Mrs Blundell
REQUEST FOR SPECIAL PROVISIONS

This form is to be used by any student who is seeking Special Provision for an assessment item. Examples may include (but are not limited to) changes to the due date, draft due date, format or assistance needed to complete the assessment (eg. scribe). After filling in the form, the student discusses the need for Special Provision with the SY Curriculum Leader.

Name: ___________________________ Year: _________ Home Group: _________

Subject: ___________________________ Teacher: ___________________________

Subject Curriculum Leader: ___________________________

Details:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Student signature: ________________________ Parent/Carer signature: ________________________

Date: __________________________

SCHOOL USE (completed by SY Curriculum Leader)

Evidence provided: YES NO

Draft work sighted YES NO

Special Provision approved: YES NO

Details: __________________________