



POLICY STATEMENT SPECIAL PROVISIONS

1.0 Introduction

- 1.1 This policy should be read in conjunction with Hillbrook's *Policy for Students with Disabilities*. The principle focus is on the assessment area of the curriculum and mirrors the Queensland Curriculum and Assessment Authority's policy in this area.
- 1.2 This policy only applies to school-based assessment. Special provisions for the QCS test and other external tests must comply with specific policies set by the responsible jurisdiction.

2.0 Special Provisions

- 2.1 Special provision means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students and may apply to any student depending on the circumstances.
- 2.2 Responsibility for making decisions about special provisions lies with the school. When making a decision about special provision the school is required to consider what adjustments to the assessment conditions is reasonable in the circumstances.
- 2.3 Students with disabilities should have equal opportunity to demonstrate their knowledge and skills.
- 2.4 Special provisions should not constitute an unfair advantage or produce results which are inaccurate, that is, results which indicate a student has knowledge or skills which the student does not have. Fairness to all students requires accurate results.
- 2.5 Special provisions should in no way affect standards. The syllabus criteria and standards should be applied in the same way to all students.
- 2.6 The grading of all students' work should be done on the same basis. That is, the criteria and standards for student achievement in the subject syllabus should be applied in the same way to work done by all students, including students with specific educational needs. Yet, before accepting a given level of work from a student with a disability all efforts should be made to remove barriers to equal opportunity. This may involve being proactive in finding out about the best way to meet the special needs, in terms of learning and assessment, of particular students.
- 2.7 Where it is apparent that there are barriers which prevent students from demonstrating their knowledge and skills, every possible effort should be made to make appropriate special arrangements. However, if an impairment means that a student is less successful in what assessment items in a subject are designed to assess (an example might be not having the language skills to do well in a test of



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reading and writing), it is both reasonable and proper that student results should show the actual knowledge and skills displayed.

- 2.8 Special provisions for students should be made as soon as possible to ensure that, as far as practicable, the student is able to have early access to the support required to complete subject requirements. Appropriate and effective consultation with the student and her or his parent/s or guardian/s should be central to this decision-making process.

3.0 Special Provision Contexts

- 3.1 Special provisions often involve variation of the methods of presentation of assessment and student work that is, adapting the method of transmission of information about assessment and the way a student presents work to the teacher. These special arrangements are overseen by the Learning Support Co-ordinator and Subject Co-ordinator.

- 3.2 Specific examples of these special arrangements include, but are not limited to:

- 3.2.1 Making alternative arrangements for the testing and assessment of students who are experiencing serious emotional difficulties due to, for example, bereavement or illness of a family member;
- 3.2.2 Use of specialised equipment particular to a student's impairment, e.g. a computer;
- 3.2.3 Provision of a reader to communicate a text or provision of a writer to provide an exact transcription of student responses to assessment items where a physical impairment does not permit a student to read or write;
- 3.2.4 Provision of assistance with the interpretation and comprehension of assessment items for students with language difficulties, providing this assistance occurs for assessment items which are not designed to assess these language skills;
- 3.2.5 Giving students the opportunity to represent their cultural experiences in their responses to assessment items (an example of this might be modification of an essay question, in consultation with these students, so that it allows them to demonstrate their knowledge and skills in the subject by referring to their cultural experiences);
- 3.2.6 Making alternative arrangements for the testing of students in order to allow them to attend an event which has cultural significance.

4.0 Applying for Special Provisions

- 4.1 All students can apply for special provision under the principle that "fair and reasonable decisions about the assessment of students is the right of all". Under such a principle, the School seeks to minimise disadvantage to students.



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- 4.2 Application is made through the appropriate form and must be forwarded to the School Counsellor and/or Subject Co-ordinator before the assessment is undertaken.
- 4.3 The School Counsellor and/or Subject Co-ordinator will negotiate with the Learning Support staff as to what arrangements for the testing and assessment of the student should apply, and process the form through the Learning Support Co-ordinator who is responsible for approval of the application, the nature of the consideration given and central record keeping of applications.
- 4.4 Special provisions will never result in a grade being elevated beyond what is justified in comparison to the criterion standards or beyond what has been demonstrated in the student folio. The broad criteria and standards must be applied in the same way to all students.
- 4.5 **Exemption:** Fairness to all students and the integrity of results require that no student be exempted from meeting any of the substantive requirements of a course, for any reason. However, in cases of special provisions, the School may decide to exempt students from non-substantive subject requirements.