

# **Students with Diverse Learning Needs Policy & Procedure**

# DIVERSE LEARNING NEEDS POLICY & PROCEDURE

**POLICY OWNER: Director of Learning and Teaching Excellence**

**PURPOSE:**

The St Peter's College Students with Diverse Learning Needs Policy & Procedure offers guidance on the identification of students with a learning disability / difficulty and Gifted and Talented learners, and the provision of appropriate curriculum, pedagogy and educational pathways that support their full academic, personal and social potential.

**SCOPE:**

All students of St Peter's College are covered by this policy. This policy also provides a guide to staff on ways to cater for the diverse and specific educational needs of boys at St Peter's College.

**ALIGNMENT TO SCHOOL STRATEGIC PLAN:**

Towards a Preferred Future – A Strategic Plan for St Peter's College 2011 – 2014 and the underpin this policy.

**ALIGNMENT TO SCHOOL'S VISION & VALUES**

Our vision is to be a world-class school where boys flourish. Our Core Values underpin this policy and procedure:

- Unlocking individual strengths and virtues
- Embracing creative potential
- Fostering wellbeing
- Celebrating the uniqueness of each individual
- Honouring differences and valuing teamwork
- Developing life-long engagement, meaning and purpose
- Celebrating accomplishments
- Building life-long mindfulness, resilience and commitment to service
- Developing emotional maturity and spiritual richness within the Anglican tradition
- Fostering honesty and integrity
- Meaningful engagement with our community

**REFERENCES:**

Students with Disabilities Policy (DECS 2006)  
ACARA Student Diversity (2014)  
Disability Discrimination Act 1992 (Cth)  
Disability Standards for Education 2005  
Equal Opportunity Act 1984 (SA)

**POLICY:**

All students are entitled to rigorous, relevant and engaging learning opportunities, drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals. Principles that are fundamental to the Students with Diverse Learning Needs Policy of St Peters College are:

1. All aspects of the curriculum should be accessible to all students, regardless of ability or disability.
2. All students should be given equal opportunity to fulfil their potential in a socially and educationally inclusive setting.
3. The education of students with diverse educational needs is the responsibility of **ALL** teachers.
4. Parents and students (where appropriate) are consulted in making

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

decisions regarding educational programs and interventions.

To enable every student to fulfil his potential to the highest possible standard, it is essential that the development of the whole individual, social, emotional, physical and academic, be taken into account. All students need to feel that their views are considered, their efforts are recognised and their achievements are worthwhile.

The differentiated curriculum makes allowances for the needs of most students. However, students whose needs are exceptional require enhanced provision to enable them to fulfil their potential. The School allocates considerable resources to providing appropriately qualified and experienced staff to meet the needs of all students. Where provision is needed beyond that which is reasonable differentiation in the classroom, it is the role of the Students with Diverse Learning Needs staff to support teachers in providing an appropriately adjusted curriculum.

Adjustments are made in consultation with the student, parents and teaching staff. Parents are encouraged to be supportively involved with their son's education.

### Students with Learning Disabilities and/or Difficulties

This includes all learning disabilities/difficulties, except those arising solely because of a difference between the language used in the student's home and the school. The continuum includes students with relatively minor and transient difficulties, as well as those with severe and complex learning difficulties.

The following broad categories are in line with The Nationally Consistent Collection of Data guidelines.

- Physical
- Sensory: vision and hearing impairment
- Social/Emotional: (Including Asperger's syndrome, Attention Deficit Disorder, Attention Deficit and Hyperactivity Disorder)
- Cognitive: Intellectual and learning disability ('a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction'. Students with a learning disability have developmental and academic skills significantly below expectation for their grade level)

### Gifted and Talented Learners

According to the work of Gagné, 'Talented students are those whose skills are distinctly above average in one or more areas of human performance.' 'Giftedness is a broad concept that encompasses a range of abilities; it also recognises that giftedness is only potential, and that it must go through a transformative process in order to become a talent.' Adequate school support is necessary if students are to develop their gifts or high abilities into talents or high achievements. (ACARA, 2014)

### Gifted & Talented Learners with Learning Difficulties/Disabilities

Gifted and Talented learners may have a specific learning difficulty or disability which prevent them from performing to their potential, such as; autism, dyslexia, ADD/ADHD, physical, emotional or behavioural difficulties. Gifted and Talented learners with disabilities may display strong abilities in some areas and strong weaknesses in others, making identification of their abilities or difficulties a more

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

### AIMS AND OBJECTIVES:

complex process.

Our aim is to identify and provide for students with diverse needs.

- a) To ensure students with diverse needs have access to a broad, balanced and relevant curriculum so they can reach their full potential and enhance their self-efficacy.

In achieving this, St Peter's College provides a caring environment, and a rigorous and diverse curriculum and co-curricular program, within which students have opportunities to learn and develop to their full potential.

- b) To ensure all teachers are aware of individual student needs.

In achieving this, all teachers are informed of the diverse needs of students in their care. This information may be provided by Students with Diverse Learning Needs Coordinators, school counsellors, admissions staff, Leadership members, or direct from parents.

- c) To educate students with diverse needs, wherever possible, alongside their peers in regular classes; however, it may be necessary to adjust or modify the delivery and/or content of the curriculum.

In achieving this, Students with Diverse Learning Needs Coordinators offer advice to teachers on employing methods and resources that allow all students to have equal access to the curriculum and to experience success and enjoyment in their work. Students with Diverse Learning Needs Coordinators may support some students within mainstream classes or withdrawal groups where appropriate.

- d) To stimulate and/or maintain student curiosity, interest, engagement and enjoyment in their own education.

In achieving this, all students are seen as individuals with differing interests, knowledge and skills. St Peter's College values the contribution and achievements of all students. The School endeavours to ensure students experience success and develop self-efficacy. Teachers provide a variety of experiences and activities during a course of study and within each lesson, if possible. There are opportunities for individual and/or group activities.

Teachers are encouraged to have high expectations of all students.

- e) To identify and assess students with diverse needs as early as possible.

In achieving this, a number of measures are employed. Information gathered from standardised tests, teacher observation, parent comments, professional reports, previous school reports and results of external competitions and assessments is used to identify these students.

For some learners, educational needs may emerge at a later time and therefore identification processes need to be repeated at regular intervals.

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

For all students with diverse needs, the differentiated curriculum needs to be set at an appropriately challenging level and provide access to the curriculum by understanding learning characteristics, teaching to those characteristics and building on learning strengths.

- f) To fully involve parents and students in the identification, assessment and delivery of support, and to strive for close cooperation between all agencies concerned.

In achieving this, we are mindful that the effectiveness of any assessment and intervention will be influenced by the involvement and interest of the student and his parents. Parents are contacted if assessment or referral indicates that a student has exceptional needs. Once identification and assessment have taken place and intervention has been initiated, students and parents are kept regularly informed by means of personal contact, reports, reviews and the information and implementation of an Individual Learning Plan (where appropriate).

- g) To meet the needs of all students with diverse needs by offering continual and appropriate forms of educational provision.

In achieving this, the most efficient use of all available resources are regularly reviewed and allocated. Safety is always a major concern, particularly when working in the Science, Technology and Physical Education areas, and is a consideration when allocating resources.

### PROCEDURE:

#### Admissions

St Peter's College has an open enrolment policy that makes no distinction regarding students with diverse learning needs. Within the admissions policy, the aim of the school is to meet the needs of any student whose parent wishes to register him at the school. No student will be refused admission solely on the grounds that he has special educational needs.

Parents of a student with an existing Learning Difficulty and/or Disability, Specialist Teacher's report, and/or an Educational Psychologist or other specialist report, will be required to submit copies of such documents to the Admissions Manager, who will then consult with Coordinator of Students with Diverse Learning Needs: Senior School or Coordinator of Students with Diverse Learning Needs: Junior School or Head of Junior School.

Failure to disclose information relevant to the student's needs may result in the School being unable to offer an adequate level of support.

#### Curriculum Differentiation

A differentiated curriculum caters for a wide range of learning styles and ability levels within a mainstream class. A differentiated curriculum is necessary for gifted and talented learners and students with learning disabilities or difficulties, whose potential is unlikely to develop without special educational provisions. Curriculum content, the environment, and/or lesson presentation may be varied to reflect the particular needs of a class group. Planning is flexible in recognising the needs of all students as individuals and ensuring progression and relevance.

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

### JUNIOR SCHOOL IMPLEMENTATION:

Students in the Junior School with diverse needs are identified through:

- Standardised tests
- School-based testing
- General Ability Tests
- Observation and assessment of individual progress
- Professional reports
- Previous school reports
- Dialogue between parents and the School
- Questionnaire tools which assist to build a profile of the student

Testing results for all students in the Junior School are provided to teachers and located centrally on the School's internal network. Coordinator of Students with Diverse Learning Needs: Junior School manages the collation and dissemination of this assessment data.

#### **Reports from external professionals**

All students with a professional diagnosis, for whom parents have provided a written report, are flagged with a symbol (representing a puzzle piece) on Synergetic. These reports are also uploaded to the student's file within Synergetic. All Junior School teachers are emailed by the Coordinator of Students with Diverse Learning Needs: Junior School when a report is uploaded. A hard copy of all reports is placed into the student's main file.

A list of diagnoses for students in the Junior School is made available to all Junior School teachers by the Coordinator of Students with Diverse Learning Needs: Junior School.

#### **Staff follow these procedures for supporting students with diverse needs:**

##### **1. Students with Learning Disabilities and/or Difficulties:**

A range of interventions are employed to support students with learning disabilities and/or learning difficulties within the Junior School. The provision of support is flexible and dependent on resources available and student need. There is a strong focus on supporting literacy acquisition as this impacts all other learning areas. Some of the frequently used interventions include the Learning Assistance Program (intensive reading support), small group withdrawal, fine motor group, Educational Support Officer assistance, and differentiation within the classroom.

The initial response to a student's needs is to review the strategies being used and the ways in which they might be developed.

If any teacher believes a student is not making satisfactory progress, despite further curriculum differentiation and explanations, the teacher must consult with the Students with Diverse Learning Needs team. The Coordinator of Students with Diverse Learning Needs: junior School must be informed of any concerns

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

regarding a child's academic progress. If required, further testing or screening will be conducted at a school level by a member of the Students with Diverse Learning Needs: Junior School team.

Parents will be consulted and will be invited in for meetings with relevant teaching staff (class teacher, specialist teacher, Year Level Coordinator, one of the Assistant Heads, School Psychologists etc.) as necessary.

The support and/or adjustments provided to students will depend on their individual needs. In some cases it will be considered beneficial for parents to have the student assessed by an external professional (e.g. Educational Psychologist, Occupational Therapist, Speech Pathologist etc).

Taking into account all of the information gathered about a student's learning, the level of adjustment required is identified by the Coordinator of Students with Diverse Learning Needs: Junior School, in consultation with teachers. Levels of adjustment fall into four categories, as outlined by the Nationally Consistent Collection of Data.

### **No adjustment at this time**

Some students with disability, at particular stages during their time at school, may not be provided with any specialised educational adjustments and have their individual needs accommodated within typical teaching practice, in the same ways that school teams accommodate the needs of all of their students.

Types of support at this level may include:

- Ongoing monitoring of progress by class teacher

### **Supplementary adjustments**

Provided when there is an assessed need at specific times to complement the strategies and resources already available (for all students) within the school. These adjustments are designed to address the nature and impact of the student's disability, and any associated barriers to their learning, physical, communication or participatory needs.

Types of support at this level may include:

- Adjustments to instruction or the delivery of lessons
- Separate supervision or extra time
- Intermittent specialist teacher or Educational Support Officer support

### **Substantial adjustments**

Provided to address the specific nature and significant impact of the student's disability. These adjustments are designed to address the more significant barriers to their engagement, learning, participation and achievement.

Types of support at this level may include:

- Frequent individual instruction and regular support
- Significantly modified materials
- Adapted assessment procedures
- Withdrawal for remedial programs

### **Extensive adjustments**

Provided when essential specific measures are required at all times to address the individual nature and acute impact of the student's disability and the associated barriers to their learning and participation. These adjustments are highly individualised, comprehensive and ongoing.

Types of support at this level may include:

- Intensive individual instruction and support
- Alternative learning program

## **Individual Learning Plans**

These will be written by the class teacher in consultation with the Coordinator of Students with Diverse Learning Needs: Junior School for students requiring substantial or extensive adjustments. Parents are encouraged to provide input into these documents and endorse the goals and strategies. These are reviewed each semester.

## **Adjustments for undertaking the National Assessment Program Literacy and Numeracy (NAPLAN) assessments**

The guidelines for the administration of these assessments, provided by the Australian Curriculum and Reporting Authority (ACARA), in conjunction with our state independent schools representatives (AISSA) are followed when deciding if a student is eligible for adjustments when undertaking the NAPLAN assessments. These are known as The National Protocols for Test Administration. Both parents and students are consulted regarding a student's eligibility.

## **2. Gifted and Talented Students**

Appropriate placement, curriculum and pedagogy will influence Gifted and Talented students' motivation, engagement and social and emotional well-being. Within the broad range of giftedness, different levels of intellectual potential and ability will require different types of educational provision. Most Gifted and Talented students will be taught in mainstream classes through a differentiated curriculum.

Teaching and learning methodologies, which encourage all students to extend their thinking and learning are utilised across all subject areas. Provisions for gifted and talented learners include opportunities for enrichment and extension within and beyond the classroom.

Enrichment opportunities are provided within regular learning programs as well as through participation in particular areas of interest. The latter regularly includes activities such as:

- Groupings of like-minded peers within and withdrawn (Years 3 to 6) from the classroom program
- Individual instrumental lessons
- Co-curricular Music (choirs, bands, ensembles), Sport, Debating, Chess, Robotics and Science clubs
- South Australian Primary School Amateur Sport Association (SAPSASA) sport

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

- Competitions such as the University of New South Wales ICAS Mathematics, Writing and English Competitions, Oliphant Science Awards and Australian Mathematics Competition
- Student Representative Council (SRC)
- Inter-school competitions such as the IPSHA Poetry and Public Speaking
- Lunchtime Art and Mathematics clubs

Examples of extension include:

- Differentiated curriculum within classes
- Time to allow pursuit of studies at a greater breadth and depth
- Teaching tools which encourage the development of higher order thinking skills such as Blooms Taxonomy, creative problem solving, critical thinking and ethical dilemmas.
- Enrichment Mathematics classes in Years 5 to 7

Identification of students to be involved in withdrawal enrichment or extension programs is undertaken by the class teachers in consultation with the Assistant Head of Junior School (Learning and Teaching Excellence), and the teacher of the Enrichment classes. These children will have performed substantially above their chronological age and peers on a range of assessments. Parents are consulted regarding their child's involvement in a withdrawal program.

### **Individual Learning Plans**

Gifted and Talented students whose abilities far exceed the differentiated classroom curriculum may require an Individual Learning Plan. This plan is developed collaboratively with teachers, parents/caregivers, Assistant Head of Junior School Learning and Teaching Excellence, and may involve other relevant professionals. It will be reviewed at least once a year.

### **3. Gifted and Talented Students with a Learning Disability or Difficulty**

Some Gifted and Talented students may also have a specific learning difficulty or disability, either formally diagnosed or identified through teacher observation. In some instances these students will require intervention from the Students with Diverse Learning Needs team, or a school counsellor in order to achieve their potential. Class teachers, in consultation with other staff where necessary, are best placed to identify these students initially. Planning for these students' learning programs is done in consultation with the Assistant Head, Learning and Teaching Excellence, parents, and where necessary, the Students with Diverse Learning Needs team. Outside agencies may also be involved.

In catering for the needs of these students, procedures in place for students with a learning difficulty or disability as well as for Gifted and Talented students will be followed, and these students may receive interventions via both pathways.

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

### **SENIOR SCHOOL IMPLEMENTATION:**

Many students entering the Senior School who have diverse needs are identified in primary schools. Liaison with primary schools and parents enables the School to plan for meeting these needs.

Students are also identified through:

- General Ability Tests
- Standardised achievement tests
- School-based testing
- Expression of concern by parents and/or teacher
- Professional reports

Staff follow these procedures for supporting students with diverse needs

#### **1. Students with Learning Disabilities and/or Difficulties:**

A range of interventions are employed to support students with learning disabilities and/or learning difficulties within the Senior School. The provision of support is flexible and dependent on resources available and student need. Interventions include Curriculum Support, Classical Studies and Educational Support Officer assistance.

Initial Response and Referral

The initial response to a student's difficulties is to review the strategies being used and ways in which they might be developed.

- If any teacher believes a student is not making satisfactory progress, despite further curriculum differentiation and explanations, the teacher must consult with the Students with Diverse Learning Needs team. Observations should be made in class over a period of two weeks.
- The concerned teacher should then refer the student with details of initial observations. Mentors and Heads of House must be notified. The Coordinator of Students with Diverse Learning Needs: Senior School and/or the referring teacher must inform parents of any concerns.
- Parents will be kept informed at all stages and will be invited in for a meeting with relevant staff; Coordinator of Students with Diverse Learning Needs: Senior School, subject teachers, Mentor, School Psychologists etc. as necessary.
- The support provided to students will depend on their individual needs. In some cases it will be considered beneficial for parents to have the student assessed by an external professional eg. Educational Psychologist, Speech Pathologist etc.
- All students with diverse needs will be alerted on Synergetic, with a brief outline of their difficulties and suggestions on how to assist them. Full reports will be available to all staff in the student's main file.
- Taking into account all the information gathered about a student's learning, the level of adjustment required is identified by the Coordinator of

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

Students with Diverse Learning Needs: Senior School, in consultation with parents and teaching staff. Levels of adjustments fall into four categories, as outlined by the National Consistent Collection of Data.

### **No adjustment at this time**

Some students with disability, at particular stages during their time at school, may not be provided with any specialised educational adjustments and have their individual needs accommodated within typical teaching practice, in the same ways that school teams accommodate the needs of all of their students.

Types of support at this level may include:

- Ongoing monitoring of progress by class teacher

### **Supplementary adjustments**

Supplementary adjustments are provided when there is an assessed need at specific times to complement the strategies and resources already available (for all students) within the school. These adjustments are designed to address the nature and impact of the student's disability, and any associated barriers to their learning, physical, communication or participatory needs.

Types of support at this level may include:

- The provision of course materials in accessible forms
- Separate supervision or extra time to complete assessment tasks
- The provision of intermittent specialist teacher or Educational Support Officer support
- Adjusted instruction using a structured task-analysis approach

### **Substantial adjustments**

Substantial adjustments are provided to address the specific nature and significant impact of the student's disability. These adjustments are designed to address the more significant barriers to their engagement, learning, participation and achievement.

Types of support at this level may include:

- Frequent individual instruction and regular support
- Significantly adjusted study materials
- Adapted assessment procedures (i.e. special provisions) such as the use of assistive technology or a scribe.
- The provision on a regular basis of additional supervision, regular visiting teacher or external agency support
- Access to a specialised support setting.
- Essential specialised support services for using technical aids
- Alternative formats for assessment tasks

### **Extensive adjustments**

Extensive adjustments are provided when essential specific measures are required at all times to address the individual nature and acute impact of the student's disability and the associated barriers to their learning and participation. These adjustments are highly individualised, comprehensive and ongoing.

Types of support at this level may include:

# DIVERSE LEARNING NEEDS POLICY & PROCEDURE

- Personalised modifications to all courses and programs, school activities and assessment procedures.
- The provision of more accessible and relevant curriculum options or learning activities specifically designed for the student
- Intensive individual instruction

## **Adjustment Plan**

Any supplementary adjustments made must be recorded on a student adjustment plan. The Coordinator of Students with Diverse Learning Needs: Senior School, in consultation with parents/caregivers and relevant staff, will write these. These are reviewed each semester or as required. Delivery of the adjustment plan will be the responsibility of the subject teachers.

## **Individual Learning Plan**

Substantial and extensive adjustments must be recorded on the students individual learning plan. The Coordinator of Students with Diverse Learning Needs: Senior School, in consultation with parents/caregivers and relevant staff, will write these. These are reviewed each semester or as required. Implementation will be, as far as possible, in the mainstream class setting. Therefore, delivery of the individual learning plan will be the responsibility of the subject teachers.

## **2. Gifted and Talented Students**

Appropriate placement, curriculum and pedagogy will influence Gifted and Talented students' motivation, engagement and social and emotional well-being. Within the broad range of giftedness, different levels of intellectual potential and ability will require different types of educational provision. Most Gifted and Talented students will be taught in mainstream classes as part of a differentiated curriculum.

Teaching and learning methodologies, which encourage all students to extend their thinking and learning are utilised across all subject areas. Provisions for gifted and talented learners include opportunities for enrichment and extension within and beyond the classroom.

### **Initial Response and Referral**

The initial response to a Gifted & Talented students needs is to review the strategies being used and ways in which they might be developed.

- If any teacher believes a student is not making satisfactory progress, despite further curriculum differentiation and extension, the teacher must consult with the Students with Diverse Learning Needs team. Observations should be made in class over a period of two weeks.
- The concerned teacher should then refer the student with details of initial observations. Mentors and Heads of House must be notified. The

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

Coordinator of Students with Diverse Learning Needs: Senior School and/or the referring teacher must inform parents of any concerns.

- The support provided to students will depend on their individual needs.

Provisions for Gifted and Talented students will include opportunities for enrichment and extension within and beyond the classroom.

Extension includes:

- Differentiated curriculum with classes
- Compacted curriculum to allow more time to pursue studies at a greater breadth and depth.
- Teaching tools which encourage the development of higher order thinking skills such as Blooms Taxonomy, Creative Problem Solving and Moral Dilemmas.

Enrichment opportunities are provided within regular learning programs as well as through particular areas of interest such as:

- Competitions such as the University of New South Wales – Mathematics, Science and English Competitions, Tournament of the Minds, Oliphant Science Awards, Future Problem Solving.
- Clubs such as Chess and Debating
- Gifted & Talented Children's Association of SA Youth Workshops

### Individual Learning Plans

Gifted and Talented students whose abilities far exceed the differentiated classroom curriculum may require an Individual Learning Plan. The Coordinator of Students with Diverse Learning Needs: Senior School, in consultation with parents/caregivers and relevant staff, will write these. These are reviewed each semester or as required. Implementation will be, as far as possible, in the mainstream class setting. Therefore, delivery of the individual learning plan will be the responsibility of the subject teachers.

### **3. Gifted and Talented Students with a Learning Disability or Difficulty**

Some Gifted and Talented students may also have a specific learning difficulty or disability, either formally diagnosed or identified through teacher observation. In some instances these students will require intervention from the Diverse Learning Needs team, or a school counsellor in order to achieve their potential. Subject teachers, in consultation with other staff where necessary, are best placed to identify these students initially. Planning for these students' learning programs is done in consultation with the Coordinator of Students with Diverse Learning Needs: Senior School, parents/caregivers, and subjects teachers. Outside agencies may also be involved.

In catering for the needs of these students, procedures in place for students with a learning difficulty or disability as well as for Gifted and Talented students will be

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

followed, and these students may receive interventions via both pathways.

### Special Provisions in the SACE and IB

The *Disability Discrimination Act 1992 (DDA)* and the *Disability Standards for Education (2005)* require the SACE Board of SA and the International Baccalaureate (IB) to ensure that students with a disability are able to access and respond to an examination. It is believed that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put candidates with individual learning needs at a disadvantage by preventing them from demonstrating their level of attainment, Special Provisions or Special Assessment Arrangements may be granted.

Examples of provisions may include:

- braille or large print papers
- use of a scribe and/or reader
- extension of test time
- rest breaks
- use of a computer

Students can apply for special provisions if they have:

- An **illness** or **impairment** that affects their ability to participate in an assessment task, for example a physical disability, vision or hearing impairment, a medical condition, a psychological illness, or a learning disability.
- Experienced an **unforeseen incident** beyond their control that prevents them from completing an assessment task or examination. This may include an accident, a family death, or an interruption during the examination.<sup>1</sup>

### **Applying for Special Provisions or Special Assessment Provisions**

(i) Application to the SACE Board for Special Provisions

Special Provisions application forms and information guides are available on the SACE Website.

Students who wish to apply for Special Provisions should see the Assistant Director of Learning and Teaching Excellence. The Assistant Director of Learning and Teaching Excellence will complete an application form. In doing so, they should:

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<sup>1</sup> Policy, Special Provisions in Curriculum and Assessment 2011-12

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

- Indicate the provisions for which the student is applying. In doing this, it is important to refer to the application, which gives examples of the provisions that the Board considers most appropriate for a particular disability.
- Indicate how the disability affects the student's work in the classroom and in examination situations.
- Supply evidence of the student's disability. A guide to the various types of evidence required and possible provisions is provided on the SACE Board website.

Evidence that may be required includes:

- Teacher's comments (these are probably the strongest form of evidence as they reflect exactly how the disability impacts the student in the context of a particular subject)
- Writing samples without provisions
- Medical documentation
- Documentation, within 3 years, from relevant professionals to clarify the disability and the need for provisions

If all the necessary information is not provided, some requested provisions may be declined due to insufficient evidence.

When a final decision has been made, the SACE Board advises the student and the school of the outcome of the application.

Should a student wish to appeal the decision made, it must be made in writing to the Chief Executive of the SACE Board, stating details of the decision or action being appealed and the redress sought.

Within 7 days of receiving an appeal, the Chief Executive initiates an investigation into the decision. A letter is then sent to the complainant stating:

- that the appeal has been received;
- the name of the person investigating the appeal and preparing the report;
- that confidentiality is assured.

(ii) Application to the IB for Special Assessment Needs Provisions

A *Request for Special Assessment Arrangement* form (Form D1 in the *Handbook of Procedures for DP*) must be submitted along with the relevant documentation to

## DIVERSE LEARNING NEEDS POLICY & PROCEDURE

support the provisions being requested<sup>2</sup>. These are to be filled out in consultation with the IB Diploma Co-ordinator, Mr Paul Hadfield. An application for Special Assessment Arrangements, must be submitted by the IB Diploma Co-ordinator.

The process outlined in the *Handbook of Procedures for DP* (Section A9.1.2 Assessment arrangements requiring authorisation) should be adhered to in conjunction with supporting documentation as directed in the *Candidates with Special Assessment Needs* document (Section 2.2.9 Supporting Documentation). Applications are required to contain information on both the candidate's usual method of working in the classroom and under assessment conditions. This should be supported by relevant documentation clarifying the need for Special Assessment Arrangements and provisions put in place to support the student.

Before submitting an application for Special Assessment Arrangements, St Peters College must obtain consent from the student and/or their parent or guardian.

Students and parents will be informed in writing once a decision has been received by the IB.

The Director of Learning & Teaching Excellence is responsible for promulgating this policy and procedure to all relevant staff.

This policy and procedure will be available on the School's Information System - Keystone.

HISTORY	
Date Approved	Amendments made (summary of major changes)

<sup>2</sup> Handbook of procedures for the Diploma Programme 2011, p.101