PURPOSE
The purpose of this policy is to provide information to Maryborough Education Centre (MEC) parents and students on the availability and implementation of special provision for students undertaking assessment tasks. This policy also includes information on eligibility and implementation of the Victorian Curriculum and Assessment Authority’s (VCAA) Special Provision Policy for students completing VCE and VCAL.

BACKGROUND
MEC and the VCAA aim to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities. Special provision at MEC and through the VCAA aims to provide equivalent, alternative arrangements for students undertaking assessment tasks, but does not confer any advantage to any student over another.

MEC follows the VCAA Special Provision’s Policy for determining special provision for students undertaking VCE and VCAL and endeavours to align as closely as possible with the VCAA policy when determining special provision for all other assessments.

Further information about the VCAA Special Provision Policy is available on the VCAA’s website at the following link:

SCOPE
This policy applies to special provision for all assessment tasks undertaken by students at MEC, including external assessments undertaken for VCE or VCAL.

These procedures do not apply to support offered to students for classroom learning for which MEC has a range of other procedures in place to ensure students receive targeted, individualised support where required to access their learning program.

Eligibility for Special Provision for Assessments
Students may be eligible for special provision if, at any time, they are adversely affected in a significant way by:

- an acute or chronic illness (physical or psychological)
- factors relating to personal circumstance
- an impairment or disability, including learning disorders.

For external assessments, which include all VCE examinations, the Extended Investigation Critical Thinking Test and oral presentation and the General Achievement Test (GAT), the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES).

MEC and VCAA (for students undertaking VCE or VCAL) will generally require supporting documentation, such as medical or health reports, sample work, documented history of the student’s difficulties and any other information required to make a decision about eligibility for Special Provision and appropriate supports for undertaking assessment tasks.
Further information about eligibility for special provision in VCE and VCAL assessments is available on the VCAA’s website under https://www.vcaa.vic.edu.au/

MEC procedures for students seeking Special Provision

In line with VCAA recommendations, MEC has initiated a Special Provision procedure as follows:

1. MEC sends SMS to all parents in Years 7-12 notifying them of the availability of Special Provision for eligible students and advising them to make contact with their Coordinator for further information.

2. Coordinator will also provide Special Provision Application form to students at school assembly and during Values Education.

3. Special Provision application forms are documented on XUNO.

4. Curriculum and Sub-school Managers interview student and/or Parents to discuss eligibility for Special Provision and appropriate provisions.

5. Write the details on a special provision plan in XUNO.

6. Staff and students are informed of Special Provision arrangements and request support when required.

Management of VCE and VCAL students requiring Special Provision

If a student undertaking VCE or VCAL requires Special Provision but is still deemed to be at risk of not being able to meet either the unit outcomes or satisfactory completion of the VCE or VCAL, MEC will develop a management plan aimed at supporting the student to successfully complete the unit. One of the first steps in developing a management plan will be the establishment of a student support group to help the student in undertaking the VCE or VCAL, if a support group has not already been established. The establishment of a student support group also provides a focus for the administrative aspects of managing the student’s program of study. In addition, a student support group allows for a formal structure through which decisions are made and actions are verified. Involvement with a student support group also presents teachers with an opportunity to become better informed about the medical or personal situations of students.

A student support group may include the student, a parent(s) of the student, teacher/s, other school or Department staff nominated as having responsibility for the student, and any aides of the student. If appropriate, and with parent or student consent, the support group may also seek the advice of specialist consultants involved in the care of the student.

Deferral of VCE studies

Students completing a VCE study at Units 3 and 4 level may be eligible for Compassionate Late Withdrawal if they are suffering major adverse circumstances and are unable to complete Unit 3. Students who are unable to complete Unit 4 because of adverse circumstances should consider an application for Interrupted Studies.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Possible difficulties under test conditions</th>
<th>Possible arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism spectrum disorder</td>
<td>Concentration difficulties</td>
<td>Rest breaks, separate room, permission to leave examination room under supervision</td>
</tr>
<tr>
<td>Back injury/chronic pain</td>
<td>Pain and/or discomfort due to injury, problems with prolonged sitting</td>
<td>Rest breaks, permission to take medication, permission to stand and stretch</td>
</tr>
<tr>
<td>Crohn's disease</td>
<td>Pain and/or discomfort</td>
<td>Rest breaks, permission to leave room under supervision</td>
</tr>
<tr>
<td>Chronic fatigue syndrome (for example, post-viral fatigue syndrome), myalgic encephalomyelitis, glandular fever</td>
<td>Tiredness/inability to concentrate due to illness</td>
<td>Rest breaks, permission to take medication</td>
</tr>
<tr>
<td>Diabetes</td>
<td>Need to check blood sugar levels</td>
<td>Permission to take food and/or drink into the examination, permission to leave examination room under supervision, rest breaks</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>May suffer from epileptic seizure during examinations</td>
<td>Permission to take medication, separate room</td>
</tr>
<tr>
<td>Hand/wrist/arm/shoulder injury</td>
<td>Difficulty writing due to pain or discomfort in the hand and/or arm, excessive fatigue in the hand</td>
<td>Rest breaks, extra working time, a computer or a scribe</td>
</tr>
<tr>
<td>Acquired brain injuries</td>
<td>Mental processing difficulty or slowness</td>
<td>Rest breaks, permission to take medication</td>
</tr>
<tr>
<td>Pregnancy or early infant care</td>
<td>In hospital for birth, breastfeeding</td>
<td>Rest breaks, feeding breaks, separate room, hospital supervision</td>
</tr>
<tr>
<td>Paraplegia, muscular dystrophy, cerebral palsy, etc</td>
<td>Muscle weakness, restrictive use of limbs, communication difficulties</td>
<td>Permission to stand and/or stretch, permission to take medication, separate room, extra working time, computer, assistive technology, use of an scribe/aide, alternative examination paper</td>
</tr>
</tbody>
</table>

U:\Centre Management\School Council\2019\6 August\Special Provisions Policy280819.docx
REVIEW PERIOD

This policy was last updated on Wednesday 28th August, 2019 and is scheduled for review as part of the school's 3 year review cycle.

This policy was last ratified by School Council on Wednesday 28th August, 2019.

Signed:

Paul Rumpff
School Council President

Date: 28-08-2019