

APPLICATION FOR SPECIAL PROVISIONS

‘Special Provisions’ means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances.

New Application

Extension to previous application

TO BE COMPLETED BY THE STUDENT

I _____, ECP _____, request Special Provisions regarding my assessment for the period of _____ to _____

Outline of circumstances requiring special provisions [complete this section in consultation with the Guidance Office or Deputy Principal].

Supporting documentation has been provided
Please attach a copy of any supporting documentation

Supporting documentation has not been provided

Previous approved application attached

Signature of Guidance Officer: _____ **Date:** _____

Signature of Parent/Guardian: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

TO BE COMPLETED BY THE DEPUTY PRINCIPAL – QCAA RESPONSIBILITIES

This request for Special Provisions, submitted by _____, has/has not been approved. Special Provisions is to be given from _____ Until _____. The student may apply for an extension to this date once the period of special provision has elapsed.

Deputy Principal’s signature: _____ **Date:** _____

Reasonable educational adjustments

These involve varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study. These adjustments are at the discretion of the school.

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

- Permitting signing instead of speaking for students with hearing impairments, and computer simulation instead of laboratory work for students with physical 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
- Providing assistance with the interpretation and comprehension of assessment items for students with language difficulties (e.g. students with language backgrounds other than English) as long as this assistance occurs for assessment items that are not designed to assess those language skills
- 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

[Source: A to Z Moderators Handbook QCAA]

Comments/explanation:

Subjects Affected	Teacher	Head of Department

Copy to:

- Student
- Subject Teachers (via ID Attend)
- Deputy Principal (QCAA)
- HOSES
- Student File
- Senior Schooling HOD
- Subject HODs
- Student Subject Area Assessment Folio
- Head of Learning Community
- Plan uploaded to One School Support Provisions

Assessment Plan for: _____

Once approved, students must meet with the Senior Schooling HOD to devise a schedule which identifies and provides timelines for completing assessment.

Subject	Teacher	Task	Adjustments	HOD Approval/Contact

I agree to complete my assessment according to the schedule. Any changes to these dates must be approved by the Senior School HOD.

Student Signature: _____

Date: _____

Senior Schooling HOD Signature: _____

Date: _____