JOHN PAUL COLLEGE
with Him is the fullness of life

SPECIAL PROVISIONS POLICY AND PROCEDURES

John Paul College is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

1. Purpose

To provide guidance for the Special Provisions process at John Paul College. This policy outlines the procedures for Special Provisions and is a reference for JPC staff, students, and parents.

2. From the VCAA

Special Provision aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.
Students may be eligible for Special Provision if 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.

Prolonged absence from school or study is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

3. Special Provision at JPC

JPC is committed to supporting students to complete their studies. Special Provision at JPC is designed to provide support that is consistent with what the student would be eligible for during VCE external assessments.

JPC is able to provide School Based Provisions (SBPs) to support students during assessments. These Provisions compliment other interventions supporting student learning. These Provision do not replace interventions or negate the need for students to continue to develop their skills and capabilities. The Provisions available will vary based on need, the assessment being completed, and resources available.

When a student commences a VCE Unit 3&4 study, there are two types of Special Provision that become relevant:

- School Based Provisions – these are overseen by JPC and should be consistent with approved arrangements for VCE external assessments.
- Special Exam Arrangements – these are overseen by the VCAA. JPC on behalf of the student must apply to VCAA for Special Exam Arrangements. Special Exam Arrangements must be supported by a range of evidence. If a student is not approved by the VCAA for a Special Exam Arrangement then the student should not have access to that during school based assessments.

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In order to maintain appropriate evidence, there may be times where a student is asked not to use their SBP in a task. This is to gather evidence that can be used in Year 12 to support an application for Special Exam Arrangements.

SCHOOL BASED PROVISIONS GUIDE

This is a guide to what Provisions may be appropriate for a student, based on the reason for their School Based Provisions. This is based on the VCAA Special Provisions and is only a guide. Each student should be assessed individually and SBPs provided as is suitable.

- Rest breaks are typically approved at a rate of 10 minutes per hour of the 'total assessment writing time'.
- Extra working time is typically approved at a rate of 10 minutes per hour of the 'total assessment writing time'.

Note that while multiple arrangements are listed, this does not mean the student should be granted all these provisions. Students should be granted provisions as required. This may be one arrangement or a combination of different arrangements. The listed arrangements are only general suggestions. Other arrangements not listed may also be provided. School Based Provisions should not be granted for examinations only.

Mental Health conditions

Condition	Possible difficulties under test conditions	Possible arrangements
Anxiety disorders	Concentration difficulties, anxiety preventing performance in group situations	Rest breaks, small group setting, separate room
Attention-deficit and disruptive behaviour disorders	Concentration and difficulty with impulse control	Rest breaks, permission to take medication, small group setting, separate room
Eating disorder (Anorexia nervosa, Bulimia nervosa)	Fatigue, concentration difficulties, need to accommodate eating plans	Rest breaks, permission to bring food or drink into room, small group setting, separate room
Depression	Concentration difficulties, difficulties remembering and making decisions, fatigue and tiredness	Rest breaks

Health impairment or physical disability

Condition	Possible difficulties under test conditions	Possible arrangements
Autism spectrum disorder	Concentration difficulties	Rest breaks, small group setting, separate room
Back injury/chronic pain	Pain and/or discomfort due to injury, problems with prolonged sitting	Rest breaks, permission to take medication, permission to stand and stretch
Diabetes	Need to check blood sugar levels	Rest breaks, permission to bring food or drink into room
Hand/wrist/arm/shoulder injury	Difficulty writing due to pain or discomfort in the hand and/or arm, excessive fatigue in the hand	Rest breaks, extra working time, a computer or a scribe

Specific Learning Disorders

Condition	Possible difficulties under test conditions	Possible arrangements
Dyslexia	Inaccurate or slow and effortful word reading Understanding the meaning of what is read Spelling	Extra working time Reader Use of assistive technology (e.g. text to voice software, electronic readers)
Dyscalculia	Mastering number sense, number facts or calculations Mathematical reasoning.	Extra working time
Dysgraphia	Spelling Written expression	Extra working time Use of a computer Permission to use a Scribe Use of assistive technology (e.g. voice to text software)

Language disorder

Condition	Possible difficulties under test conditions	Possible arrangements
Language disorder	Reduced vocabulary Limited sentence structure Impairments in discourse	Extra working time Reader Clarifier Use of assistive technology (such as text to voice software, electronic reader)

Motor disorders

Condition	Possible difficulties under test conditions	Possible arrangements
Developmental Coordination Disorder	Specific motor skill deficits which can cause significant difficulties with slowness and/or inaccuracy of handwriting	Rest breaks Extra working time Use of a computer Permission to use a Scribe Use of assistive technology, such as voice-to-text software

Deaf and hard of hearing

Condition	Possible difficulties under test conditions	Possible arrangements
Deaf and hard of hearing	Difficulty following communication	Extra working time Use of a clarifier Assistive hearing technology

Vision impairment

Condition	Possible difficulties under test conditions	Possible arrangements
Vision impairment	Difficulty accessing assessment materials	Extra working time Rest breaks Use of a computer Permission to use a Scribe Permission to use a Reader Use of assistive technology

SCHOOL BASED PROVISIONS PROCESS

Special Provision at JPC is overseen by the Year Level Case Manager, who are supported by the Head of Learning 10-12.

Identifying students who may be eligible for School Based Provisions may occur at any time by any person. Once identified, the appropriate Year Level Case Manager should be informed. They are the person responsible for assessing if a student is eligible for School Based Provisions based on the evidence provided. Once a student has been confirmed as eligible for School Based Provisions, the Year Level Case Manager alerts the student and teacher of what SBPs should be offered. The Year Level Case Manager also notifies the Head of Senior School – Learning.

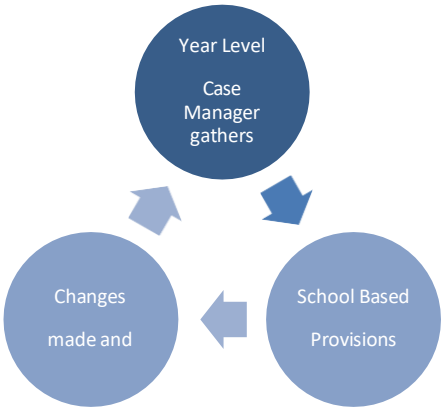
The Year Level Case Managers can be contacted using the following email:

Year Level	Year Level Case Manager
Year 7	Year7LearningDiversity@jpc.vic.edu.au
Year 8	Year8LearningDiversity@jpc.vic.edu.au
Year 9	Year9LearningDiversity@jpc.vic.edu.au
Year 10	Year10LearningDiversity@jpc.vic.edu.au
Year 11 & 12	VCELearningDiversity@jpc.vic.edu.au

1. Identification

2. Evaluation of School Based Provisions

School Based Provisions are reviewed on a regular basis.



ROLES OF STAKEHOLDERS IN THE SPECIAL PROVISION PROCESS

Role of the Year Level Case Manager

- The Year Level Case Manager coordinates the School Based Provisions for students. The Year Level Case Manager assesses the students needs and confirms the appropriate SBPs for the student. These are communicated to the student, the classrooms teachers, and to the Head of Learning 10-12.
- The Year Level Case Manager reviews the effectiveness of SBPs, making adjustments where needed. These are communicated to the student, the classrooms teachers, and to the Head of Learning 10-12. The Year Level Case Manager collates evidence provided to support the student's needs for SBPs. This includes documentation from parents and classroom teachers.
- The Year Level Case Manager for Years 11 & 12 completes the forms for the Special Exam Arrangements through VASS, supported by the Head of Learning 10-12.

Role of the Head of Senior School – Learning

- The Head of Learning 10-12 provides support to the Year Level Case Manager and the classroom teacher. They provide advice on suitable SBPs and the required evidence for approval.
- The Head of Senior School – Learning oversees the Special Exam Arrangement applications to VCAA via VASS.
- The Head of Learning 10-12 maintains the lists of students with approved SBPs for VCE subjects. These lists are published to staff via Teams.

Role of the classroom teacher

- The classroom teacher is responsible for ensuring students have access to their approved SBPs when the student requests them.
- The classroom teacher is responsible for documenting student use of SBPs. This documentation is passed on to the Year Level Case Manager at the end of the Semester for filing.

Role of the student

- Students are responsible for communicating with JPC staff regarding their learning.
- Students must complete all required work to the expected standard even if SBPs have been approved.
- Students are responsible for communicating if they wish to use their SBPs. Communication must be done in a timely manner – requests made outside of a reasonable time frame (eg: request to use an approved separate room on the day of an assessment, not allowing time for the teacher to organise that space) will be declined.
- Students have the choice to decline the use of a SBP. While SBPs may be approved, they may not always be used by the student.
- Note: without consistent evidence of a SBP being used and demonstrated to have been necessary, approval of Special Exam Arrangements in Year 12 by VCAA may be rejected. If a student regularly declines to make use of a SBP then the JPC approval for that SBP may be reviewed.

Role of the parent

- Parents are responsible for ensuring appropriate supporting evidence is provided to the school. Evidence must be timely and relevant. Depending on the condition, reports generated prior to commencing Secondary School may not be suitable for VCE Special Provisions. Parents may be requested to undertake new testing to provide up to date evidence that can be used for all applications to VCAA for Special Exam Arrangements.

SPECIAL EXAM ARRANGEMENTS

Special Exam Arrangements refer to arrangements approved by the VCAA for all external assessments undertaken as part of a Unit 3&4 study (including VCE VM studies). This includes the General Achievement Test (GAT) typically held in June, and October-November Performance, Oral, and Written Examinations. Students requiring arrangements for exams outside of a VCE Unit 3&4 study should go through the JPC School Based Provisions Process.

Special Exam Arrangements must be completed in line with the VCAA timeline. This timeline is published on VASS and the VCAA website each year. The Head of Learning 10-12 is responsible for overseeing this process. The Year Level Case Manager is responsible for completing the application and gathering the required evidence.

The general process for Special Exam Arrangements is:

- Term 4 of the year prior to the Unit 3&4 study being completed:
    - Students undertaking a Unit 3&4 study identified.
    - Students with known currently approved SBPs identified from this list. Head of Learning 10-12 to communicate to all students undertaking a Unit 3&4 study that if there is a student who has a condition that may require Special Exam Arrangements but that the school is not currently aware of it that they need to contact the Year Level Case Manager.
    - SEA forms downloaded from VASS (when released by VCAA). There are two forms that must be completed:
        - Student Consent Form
        - Medical Statement Form
    - SEA forms pre-filled with student details.
    - Year Level Case Manager sends forms to students and parents instructing them to ensure they are filled and returned to JPC first day of Term 1 the following year.

- Term 1 of the year the Unit 3&4 study is being completed:
    - Students and families reminded to return completed SEA forms.
    - When forms are returned, Year Level Case Manager (supported by the Head of Learning 10-12) completes the draft application for SEAs on VASS.
    - Head of Learning 10-12 checks application. Application submitted on VASS.

- After the application for SEAs has been submitted on VASS, school to await notification from VCAA of outcomes of the application.

Applications for known conditions must be completed before the end of Term 1, in line with the VCAA timeline. Where a new condition becomes known (i.e. a new diagnosis; injury to the student close to an external assessment that may impact the student's ability to complete the assessment) the Head of Learning 10-12 will oversee any applications to VCAA.

If a student is not approved for SEAs VCAA offer the ability to appeal. The Head of Learning 10-12 to oversee any appeals. Additional evidence is generally required for any appeal. The Head of Learning 10-12 to liaise with the student, their family, and their teachers in relation to additional evidence.

Policy Owner	Head of Learning 10 - 12
Approving Authority	Deputy Principal Learning and Innovation
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