

## Special Provision Policy

<b>Ratification Date:</b> <b>RNS Board 01/09/2021</b>	<b>Next Review:</b> <b>2022/23</b> or after an event or changes to the minimum standards as advised by the VRQA	<b>Availability:</b> <table><tr><td><b>Web</b></td><td><b>X</b></td></tr><tr><td><b>Office</b></td><td><b>X</b></td></tr><tr><td><b>On Request</b></td><td><b>X</b></td></tr></table>	<b>Web</b>	<b>X</b>	<b>Office</b>	<b>X</b>	<b>On Request</b>	<b>X</b>	<b>Actions:</b>
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### 1.0 PURPOSE

River Nile School is a Specialist Reengagement Senior Secondary School for young women who are Humanitarian Refugees and new arrivals to Australia. As such they are extremely vulnerable and generally have experienced significant trauma in their lives.

The River Nile School policy on Special Provision is to provide eligible students with the reasonable opportunity to participate in and complete their VCAL. This policy recognises that individual students may need Special Provisions in their VCAL program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

### 2.0 SCOPE

This policy applies to all VCAL students and teachers. The programs and assessment tasks designed for VCAL students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

### 3.0 IMPLEMENTATION

Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion or from being assessed against the outcomes. The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their learning and assessment programs are affected by illness, impairment or personal circumstances.

Under this policy there are a range of alternative arrangements for curriculum delivery, learning programs and assessment for students, to enable them to achieve the standards required in VCAL. **The provision should ensure equivalent, alternative arrangements but should not confer an advantage to any student over other students.**

#### 3.1 Eligibility for Special Provision for classroom learning and school-based assessment

Students are eligible for Special Provision for classroom learning school-based assessment if their ability to demonstrate achievement is adversely affected by:

- An acute or chronic illness (physical or psychological)
- Factors relating to personal circumstance
- An impairment or disability, including a learning disorder



These circumstances do not include matters or situations of the student's choosing, such as involvement in social or sporting activities or school events.

Students wishing to apply for Special Provision will need to complete the respective **RNS Application for Special Provision Short Term or Long Term**. Students granted Special Provision must still complete all the schoolwork related to satisfactory completion of the outcomes of a VCAL unit. Students absent from the College for prolonged periods must still comply with the College's authentication procedures to demonstrate that they have completed the work and that the work is their own.

Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in VCAL.

The Principal is responsible for advising students of the likelihood of successfully achieving the published unit outcomes and for deciding appropriate arrangements at the River Nile School level.

If a student 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 VCAL, the River Nile School will develop a management plan recorded in the students **RNS Individual Pathway Plan**. The first step in developing a management plan will be the establishment of a support group to help the student complete their VCAL. In addition, a support group allows for a formal structure through which decisions are made and actions verified. Involvement with a support group presents teachers with an opportunity to become better informed about the medical or personal situations of students. A support group may include the student, a parent of the student, teacher/s or others nominated as having responsibility for the student, and any aides who support the student in class. If appropriate, the support group should seek the advice of specialist consultants.

The Principal must ensure that advice from the support group is considered and implemented if it is judged to be consistent with VCAL policy.

There are a number of ways in which the River Nile School can make alternative arrangements to assist students with their learning and enable them to be assessed against the unit outcomes, including:

- Rescheduling classroom activities and/or an assessment task
- Allowing the student extra time to complete work or an assessment task
- Setting a substitute task of the same type
- Replacing a task with a different type
- Using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- Using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks
- Deriving satisfactory completion of outcomes from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable).

The decision made by the River Nile School will reflect the best interests of the student and will be based on the available medical or other professional advice. Students who are granted an extension of time are required to complete the work and undertake the task in the same way as other students.



### **3.2 Appeals process**

If a student's request for Special Provision for is rejected totally or in part, students will be advised in writing of the decision within 14 days. The student has the right to appeal the decision within 14 days to the VCAL Coordinator.