#

# Government of South Australia LogoSACE Board LogoSpecial provisions

# Flowchart – consideration of evidence to determine eligibility

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| Consideration of school and teacher information* teacher observations of student
* observed difficulties in assessment context
 |  | Consideration of professional and medical information* diagnosis of impairment, disability\*, illness, etc.

\*Note: psychologist’s report is not needed for a learning disability |
|  |  |  |
| Determine eligibilityBased on evidence provided by the student, school, and where appropriate, independent evidence from professionals or community members |
|  |  |  |
| Consideration of the conditions/requirements of the assessments |
| * length of the assessment
* required format of responses
* reading level required
* skills assessed, e.g. oral, practical
 | * participate in assessment
* comply with the conditions and/or requirements of the assessment
* writing difficulties
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|  |  |  |
| ConsultationConsultation with the student (or an associate of the student, such as a relative or carer) |
|  |  |  |
| Grant special provisionsApply reasonable adjustments to all assessment tasks for all subjects where appropriate |
|  |  |  |
| Monitor and reviewRegularly monitor and review to enable teachers to respond with an appropriate adjustment should the level of need change |