| Student | Does the student have a documented or imputed disability that results in significant impairment in intellectual functioning and/or adaptive behaviours? If yes, list evidence available. | Can the flexibilities of the SACE and special provisions provide the reasonable adjustments in curriculum and assessment that allow the student to meet the C-/C standard? | Are adjustments being made to meet the needs of the student? | Is the student, or will the student be, recorded on the NCCD database in the Extensive or Substantial categories? | Is the student eligible for enrolment in modified subjects? |
| --- | --- | --- | --- | --- | --- |
| Alex | Yes   * Severe intellectual disability and Autism Spectrum Disorder * Non verbal   Evidence   * Medical reports * NEP[[1]](#footnote-1) * BMP[[2]](#footnote-2) * Notes from meetings with teachers and parents | No | Yes   * Requires full adult assistance for all aspects of his programme * Programme centres on daily living skills | Yes   * extensive | Yes |
| Youssef | Yes   * Moderate intellectual disability   Evidence   * Medical reports * NEP * Notes from meetings with parents and teachers | Yes   * In some subjects. Youssef has achieved Cs in Community Studies, Community Learning, and has achieved a Certificate 2 through the school’s VET programme   No   * Evidence from the compulsory subjects has not shown evidence of meeting the C-/C standard | Yes   * NEP focusses on alternative literacy, numeracy * 1:1 support in work placement setting | Yes   * substantial | Yes   * Enrolment may be a mix of modified and other SACE subjects and flexible options. |
| Sofia | Yes   * Major depression, * generalised anxiety, * obsessive compulsive disorder   Evidence   * reduced attendance * NEP * Notes from meetings with psychologists, school staff, Sofia and parents | Yes   * Adjustments under the Special Provisions Policy, such as extended deadlines, separate invigilation of tests/exams with rest breaks and additional time should help Sofia manage her learning. | Yes   * Reduced subject load * Frequent teacher instruction to support reduced attendance * Adjustments to delivery modes | Yes   * supplementary | No   * With adjustment and support, evidence demonstrates that Sofia can meet the Performance Standards at the C-/C level. |
| Daniel | Yes   * Duchenne Muscular Dystrophy   Evidence   * Medical reports * NEP * Health care plans   Notes from meetings with occupational therapist, psychologist, school staff and parents | Yes   * Reasonable adjustments such as use of assistive technology, extended deadlines and additional time in times assessments will assist Daniel in the completion of his SACE. | Yes   * Requires a wheelchair and physical support * Using assistive technologies * Alternative assessment modes, including extensions | Yes   * substantial | No   * With adjustment and support, evidence demonstrates that Daniel can meet the Performance Standards at the C-/C level. * Students with disability are entitled to work at the highest level of SACE achievement possible. |
| Malak | Yes   * Dyslexia   Evidence   * Classroom-based assessment * Teacher observations * Health care plans * Notes from meetings with and parents   Ed psych report | Yes   * Standard differentiation and alternate assessment modes will help with evidence of learning. * Reasonable adjustments such as use of assistive technology, extended deadlines and additional time in times assessments will assist Malak in the completion of the SACE. * Flexible subjects and VET might form part of Malak’s SACE completion | Yes   * Difficulty working under time pressure, extensions given * Difficulty processing large amounts of text and remembering a large number of steps/instructions, adjustments to delivery and assessment modes | Yes   * supplementary | No   * With adjustment and support, evidence demonstrates that Malak can meet the Performance Standards at the C-/C level. * Students with disability are entitled to work at the highest level of SACE achievement possible. |
| Ebba | Yes   * Autism Spectrum Disorder   Evidence   * Medical reports * NEP * Notes from meetings with staff * Teacher records * Emails from parents | Yes   * Reasonable adjustments such as use of assistive technology, extended deadlines and additional time and separate invigilation in timed assessments | Yes   * NEP * Consultation with Ebba and her parents has agreed on a suite of classroom strategies: preferred seating, use of an i-pod to reduce exposure to classroom noise, withdrawal on Ebba’s request to self-regulate. * Frequent teacher directed individual instruction, weekly support in the Learning Support Unit. | Yes   * substantial | No   * With adjustment and support, evidence demonstrates Sofia can meet the Performance Standards at the C-/C level. * Students with disability are entitled to work at the highest level of SACE achievement possible. |
| William | Yes   * Severe Intellectual Disability * Autism Spectrum Disorder   Evidence   * Medical reports * NEP * BMP * Functional behaviour analyses * Notes from meetings with staff | No | Yes   * Requires significant adult assistance in all aspects of his education program. * NEP focuses on Functional skills * Adult assistance to manage behavioural responses to sensory stimuli | Yes   * extensive | Yes |
| Lam | Yes   * Acquired Brain Injury * Significant cognitive fatigue * Severe headaches * Memory loss * Impaired working memory   Evidence   * Medical reports * Return to school meeting with parents, staff, Lam * Teacher observations records | No   * Since the accident, Lam has difficulties with the acquisition and communication of new learning * Lam cannot remember material from earlier courses of SACE study * Lam has not been able to show evidence at the C-/C level of reasoning and abstract thinking since the accident | Yes   * NEP * Requires significant adjustment to delivery modes * Modified study materials * Adapted assessment procedures * Frequent teacher individual instruction * Regular direct support | Not yet   * The student will be entered when the ten weeks of adjustments have been recorded, most likely at the substantial level of adjustment. | * May be eligible – if there is sufficient and adequate documented written evidence that extensive or substantial adjustment(s) have been provided over a period of 10 or more weeks |

1. Negotiated Education Plan (also referred to as an Individual Education Plan, Individual Learning Plan or Personalised Learning Plan) [↑](#footnote-ref-1)
2. Behaviour Management Plan [↑](#footnote-ref-2)