

MODIFIED SUBJECTS

This information sheet advises schools of the Board-approved modified subjects at Stage 1 and Stage 2 that are available to students with identified intellectual disabilities.

Modified subjects are designed to allow students with identified intellectual disabilities to demonstrate their learning in a range of challenging and achievable learning experiences.

The following modified subjects are available at Stage 1 and Stage 2:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English Pathways: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics Pathways: Modified
- Personal Learning Plan: Modified (Stage 1 only)
- Research Project: Modified (Stage 2 only)
- Scientific Studies: Modified
- Society and Culture: Modified.

Modified subjects allow students to develop their capabilities and personal learning goals. Students learn how to identify, develop, and achieve their personal learning goals in the context of the subject undertaken. To do this, students need the support of teachers, parents/carers, and other significant people in their lives.

Students with intellectual disabilities have significant limitations in both intellectual functioning and adaptive behaviour (conceptual, social, and practical).

The modified subjects are intended for students who have any of the following:

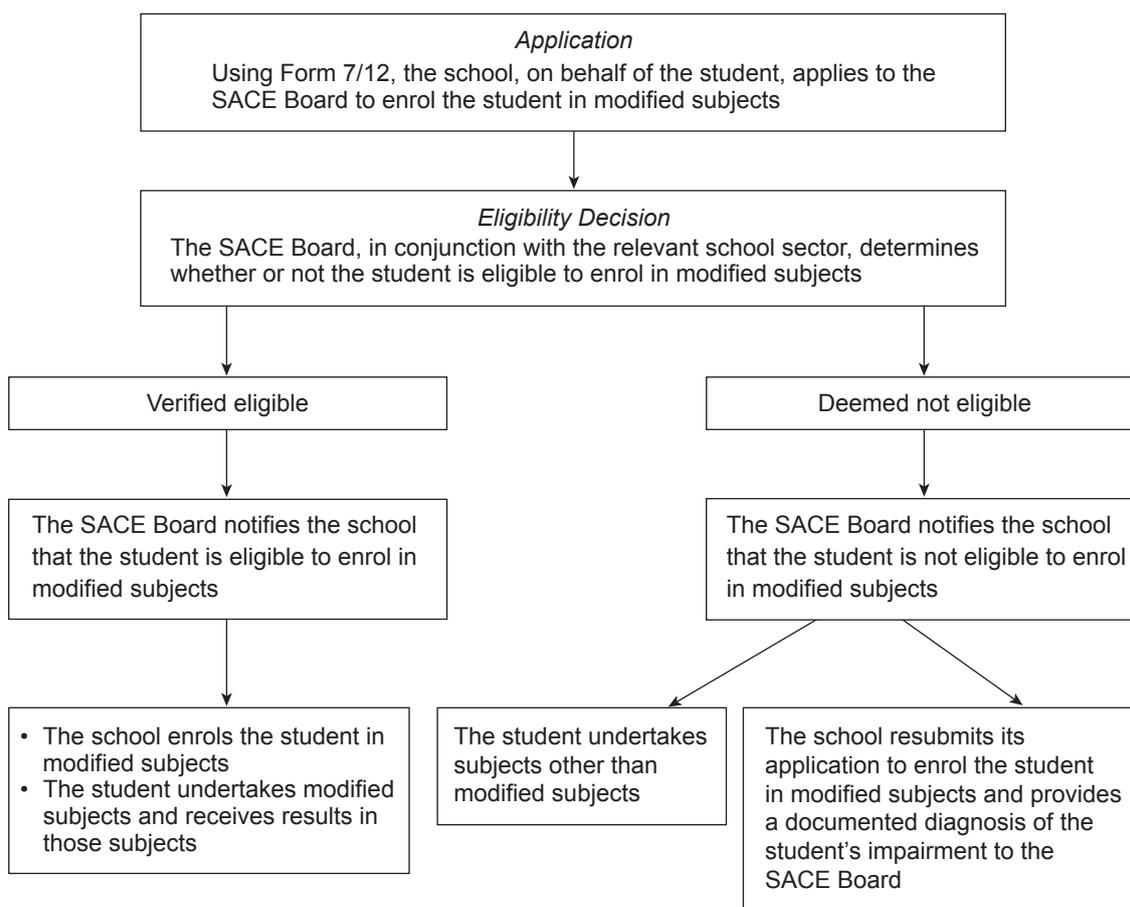
- severe multiple disabilities (also referred to as students with severe intellectual and physical disabilities)
- moderate to profound intellectual disability
- mild intellectual disability (i.e. students who cannot meet the performance standards of a mainstream subject because of their intellectual functioning and adaptive behaviour). These students will be considered on a case-by-case basis.

The decision to undertake a modified subject should be made collaboratively by the student (where appropriate), teacher, parents/carers, and other significant people in the student's life (e.g. school personnel, and agency and community support providers). It is important to take into consideration the student's transition plan, including future pathways related to education, employment, and community living.

ELIGIBILITY FOR ENROLMENT

Students are eligible to enrol in modified subjects if they have identified intellectual disabilities and will not be able to reach the performance standards in mainstream subjects because of their intellectual functioning and adaptive behaviour.

MODIFIED SUBJECTS ELIGIBILITY



Students who are eligible to enrol in a modified subject will have a documented diagnosis of an impairment that results in significantly delayed intellectual, adaptive, and/or communication development. Reports of the diagnosis are required to be from an accredited professional (e.g. guidance officer or psychologist). Reports may include:

- results and interpretations of standardised and/or norm-referenced assessments, or other evidence of significantly delayed intellectual functioning should the student's disability or disabilities prevent standardised assessment
- interpretations of observations and assessment of adaptive skills and behaviour using standardised assessment measures and including information about age appropriateness
- school observations and assessments of adaptive skills, attainment, and developmental progress
- record of previously undertaken studies that are part of an individual learning program (e.g. Negotiated Education Plan (DECD) or recognised equivalent used in non-government schools)
- notes about accommodations required by the student, which exceed those that can be provided by the Special Provisions in Curriculum and Assessment policy
- the signed agreement of parent/caregiver to the proposed participation of the student in modified subject(s).

Students are *not* eligible to enrol in modified subjects because of poor educational achievement primarily due to social, cultural, environmental, or economic factors, or excessive absences from school.

Decisions about the eligibility of a student to undertake a modified subject will be based on evidence of the student's inability to access the mainstream curriculum and assessment because of the severity of his or her intellectual disabilities.

The SACE Board does not delegate the responsibility for determining whether a student is eligible to undertake modified subject(s). The SACE Board will work together with the sectors, or equivalent, to verify that the student is eligible to undertake modified subject(s). On verification of this evidence by the sector, or equivalent, the SACE Board will accept the decision of the sector, or equivalent, as proof of eligibility.

Once a student has been deemed eligible to enrol in modified subjects, it is not necessary for schools to reapply, on behalf of the student, for subsequent enrolments.

Refer to the SACE website for information on the procedures for processing applications for eligibility to access modified subjects. Completed Eligibility for Enrolment forms (Form 7/12) must be submitted to Assessment Operations at the SACE Board by *Friday 16 March* for students who wish to enrol in modified subjects in Semester 1. Completed forms for students wishing to enrol in modified subjects for the first time in Semester 2 are due at the SACE Board by *Friday 20 July*.

MEETING THE SACE REQUIREMENTS

Through the study of modified subjects, eligible students are able to complete the requirements of the SACE. The following subjects allow students to complete the SACE:

- Personal Learning Plan: Modified.
- English Pathways: Modified (literacy requirement).
- Mathematics Pathways: Modified (numeracy requirement).
- Research Project: Modified.
- Other Stage 1 and Stage 2 modified subjects (remaining credits at Stage 1 and Stage 2).

ASSESSMENT

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed in order to meet their personal learning goals and develop their capabilities.

At the end of the teaching and learning program, the teacher assesses the student's learning by considering whether achievement can be registered against:

- one or more of the capabilities selected for development in the subject
- personal learning goals.

The teacher assigns a result of 'completed' or 'not completed' for the modified subject, based on evidence of the student's learning.

CONFIRMING RESULTS

For each school, the SACE Board reviews a sample of completed/not completed results for the following subjects:

- Stage 1 English Pathways: Modified.
- Stage 1 Mathematics Pathways: Modified.
- Stage 1 Personal Learning Plan: Modified.
- Stage 2 Research Project: Modified.
- Other Stage 2 modified subjects.

For information on the review of modified subjects refer to the *Stage 1 and Stage 2 Modified Subjects Guidelines 2012*.

REPORTING

A student's achievement in a modified subject is reported as 'completed' with the appropriate number of credits.

Individual subject results are reported on the Record of Achievement, which carries the following explanation: 'This student has undertaken modified subjects designed for students with intellectual disabilities'.

Students who complete all the requirements of the SACE using modified subjects will be awarded a SACE certificate. The certificate will carry the following explanation: 'This student has completed the requirements for this qualification using modified subjects designed for students with intellectual disabilities'.

For further information about modified subjects, contact the relevant SACE Board Officer (telephone 8372 7473).