# SPECIAL PROVISIONS

## PERSONAL CIRCUMSTANCES

*This information sheet explains the special provisions possible in cases of extended absences from school at Stage 1 and Stage 2, and describes the associated processes. In previous years this category of special provisions has been referred to as 'special provisions in curriculum' and 'interrupted schooling'.*

The SACE Board policy on special provisions in curriculum and assessment is available on the SACE website (www.sace.sa.edu.au). Refer to Information Sheet 36/12 for general information on special provisions in curriculum and assessment.

Special provisions on the grounds of personal circumstances is for cases where students have been unable to attend school for a continuous period of time due to an unforeseen circumstance, such as caring for a relative, an extended stay in hospital, cultural obligation, etc.

Eligible students should be made aware that they may gain credit for any learning acquired during the period of absence from school through the recognition of community learning in Stage 1 and/or Stage 2.

Applications for special provisions on the grounds of personal circumstances should be made on Form 29/12 and submitted to the SACE Board.

## EVIDENCE REQUIRED

All applications require documentation from:

- the student — requesting alternative arrangements
- the school — describing how the student's personal circumstances impact on his or her capacity to participate in assessment; the application must demonstrate the lack of choice by the student and outline the possible consequences for his or her SACE completion
- an independent professional or community member — confirming the nature and duration of the interruption to schooling. The evidence to establish the grounds for consideration should be provided by a person who is not a member of the family.

If granted special provisions on the grounds of personal circumstances, a student may need to participate in an interview with a teacher/mentor and/or SACE Board personnel to determine the extent to which learning that has occurred can be counted towards the SACE.

## RESPONSIBILITIES

### Student Responsibilities

The responsibility for making an application for special provisions rests with the student. Students are responsible for providing supporting evidence, when appropriate, which may include a statutory declaration. Student applications for special provisions must be forwarded to the SACE Board through the school.

## School Responsibilities

Schools are responsible for:

- establishing the grounds for consideration in an application, and identifying and implementing appropriate, reasonable, and fair special provisions (these provisions must be within the context of the Stage 1 or Stage 2 subject outline)
- helping students with their applications for special provisions on the grounds of personal circumstances
- organising an interview with a teacher/mentor and/or SACE Board personnel to determine the extent to which learning that has occurred can be counted towards the SACE
- retaining copies of applications and advising students of the outcome of the application process.