| 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)