# Government of South Australia LogoSACE Board LogoSpecial provisions – School processes checklist

Schools have different ways of managing special provisions and school staff members have different levels of knowledge and experience in supporting students who are eligible for special provisions.

This checklist\* can be used in conjunction with other special provisions resources to establish and monitor the continuity and consistency of the special provisions provided for students in your school. The checklist is designed to support schools to meet their legal obligations under the *Disability Discrimination Act 1992* (DDA) and *Disability Standards for Education 2005* (the Standards).

*\* Adapted from Nationally Consistent Collection of Data on School Students with Disability resources*

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| Completed | Activity |
|  | Special provisions key contact and leadership team established |
|  | School principal understands their leadership role in establishing and maintaining effective learning and support processes that respond to specific school and student contexts |
|  | School team ensures that the *Special Provisions* *in Curriculum and Assessment* policy is understood by all staff working with SACE students |
|  | School team consolidates understanding of the DDA and requirements under the Standards |
|  | School staff have engaged in training on the Standardsand *Special Provisions* *in Curriculum and Assessment* policy |
|  | Key staff members are familiar with SACE special provisions resources |
|  | School commences discussions and establishes processes for recording and managing special provisions in the school |
|  | School ensures students and parents are aware of special provisions and understand the criteria for eligibility and school’s special provisions processes |
|  | School team establishes process for consultation with students (and/or associates of students) as required under the DDA and the Standards |
|  | School establishes processes for identifying students who are require reasonable adjustments to address a disability, and the evidence that supports their eligibility for special provisions |
|  | School establishes processes for identifying students who are require special provisions on the grounds of misadventure or personal circumstances, and the evidence that supports their eligibility for special provisions |
|  | School team establishes processes to ensure student voice and student agency in determining and implementing special provisions |
|  | School team has mechanisms in place to ensure ongoing dialogue between colleagues to develop and maintain continuity and consistency in the implementation of special provisions |
|  | School team monitors and regularly reviews the appropriateness of special provisions for individual students |
|  | School team seeks assistance from their sector or the SACE Board as needed |