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# Government of South Australia LogoSACE Board LogoSpecial provisions

# Flowchart – consideration of evidence to determine eligibility

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| Consideration of school and teacher information   * teacher observations of student * observed difficulties in assessment context |  | Consideration of professional and medical information   * diagnosis of impairment, disability\*, illness, etc.   \*Note: psychologist’s report is not needed for a learning disability |
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| Determine eligibility  Based on evidence provided by the student, school, and where appropriate, independent evidence from professionals or community members | | |
|  |  |  |
| Consideration of the conditions/requirements of the assessments | | |
| * length of the assessment * required format of responses * reading level required * skills assessed, e.g. oral, practical | * participate in assessment * comply with the conditions and/or requirements of the assessment * writing difficulties | |
|  |  |  |
| Consultation  Consultation with the student (or an associate of the student, such as a relative or carer) | | |
|  |  |  |
| Grant special provisions  Apply reasonable adjustments to all assessment tasks for all subjects where appropriate | | |
|  |  |  |
| Monitor and review  Regularly monitor and review to enable teachers to respond with an appropriate adjustment should the level of need change | | |