



## Moreton Bay Boys College

# Policy on Special Consideration (P-12)

**'Special consideration is the granting of exemption to, or the provision of special arrangements for, students with special needs'. [Queensland Studies Authority, 1994]**

### **Rationale:**

This policy statement is based on the premise that we need to maximise the educational outcomes for all students in MBBC's inclusive community. This reflects the school's vision and aims, which states that we endeavor to, 'develop young men who can lead and serve with faith and integrity' and that the College aims to 'provide a stimulating and supportive learning environment based on Christian faith'. This policy has been devised to ensure that any student who requires special consideration at MBBC will receive that special consideration in a form best suited to his needs.

### **This policy aims to:**

- Set clear communication pathways
- Illustrate procedures for Special Consideration
- Acknowledge the rights of parents or caregivers to be involved in the decision making process.

### **Points of Note:**

- Special Consideration cannot be given in hindsight.
- Special Consideration should not result in an unfair advantage i.e. alter results to indicate an achievement that a student has not demonstrated
- Special Consideration should in no way affect standards. The syllabus criteria and standards should be applied in the same way to all students.

### **1. The College will provide opportunities:**

- For each boy to grow in a real relationship with Christ, and gain an understanding of the tenets of the Christian faith.
- To enable each boy to achieve his full academic potential, considering his individual needs and abilities.
- For the development of the individual student's personal potential and self-esteem within the College family environment.

- For each boy to acquire a sense of personal integrity and responsibility to the college and themselves in all areas including speech, manners, dress and interpersonal relationships.
- For all boys to experience a sense of achievement through an array of cultural and sporting activities.
- For each boy to develop a sense of care and compassion for one another, especially the less advantaged, in both the College and the wider community.

## 2. Special Consideration Indicators.

Our syllabus documents remind us that students with needs have a right to Special Consideration. Students with Special Needs may include but are not restricted to:

- Students with:
  - **Learning difficulties**: these are the result of environmental factors, for example attending many schools, parenting issues. Not necessarily life long.
  - **Learning disabilities**: because of the neurological basis of their difficulties, these limit student access to, participation in and outcomes from the curriculum. These students do not have generalised intellectual impairments but rather, demonstrate idiosyncratic learning styles which are determined by the nature of their specific disorders and inhibit their learning at school e.g. dyslexia, auditory processing problems, problems with comprehension, organising information, information processing, sequencing problems, memory deficits.
- Chronic Fatigue
- Glandular Fever
- Primary Care giver
- ASD
- ADD
- ADHD
- ESL students
- Students who are aboriginal
- Students who re Torres Strait Islanders
- Students who have a physical impairment
- Students who have an emotional impairment

At times within our school community, there maybe a need for a student who has not been identified as having a special need to be given Special Consideration. This may occur as a result of bereavement or trauma.

**3. The practices to accommodate diverse learning needs of students are underpinned by the aims of MBBC and are conditional upon process.**

**a. Time related consideration**

- Negotiated extra time for tests including perusal (eg up to 20 minutes extra time per hour)
- Negotiated time for assignments
- Options of rest breaks
- Scheduling of exams e.g. morning/afternoon
- Making alternative arrangements for the testing of students eg. Torres Strait Is students, in order to allow them to attend an event, which has cultural significance.
- Making alternative arrangements for the testing and assessment of students who are experiencing serious emotional difficulties due to, for example, bereavement or illness of a family member.

**b. Change in presentation for papers and assignments**

- Braille format
- Print size e.g. large print
- Format-clear, uncluttered, well spaced, boxed information
- Audio – tape, reader or multimedia
- Interpreter/ transliterator
- Parallel presentation of language- symbols, signs, graphics
- Rewording the questions

**c. Use of appropriate technology – Students are to have access to and encouraged to use a wide range of technology including:**

- Low vision aids
- Closed circuit television
- Braille machines – manual/electronic
- Laptops with/without spellchecker and voice output.
- Typewriters
- Talking or large print calculators
- Use of specialised software
- Assistive listening devices
- Captions
- Augmentative and alternative communication devices
- Access to information through CD Rom, video and audio

- d. Different environmental conditions
  - Appropriate lighting and seating
  - Tests supervised in a different room
  - Oral presentations to reduced audience
  
- e. Additional assistance
  - Scribe during formal examinations
  - Assistance with planning and research for assignments
  - Assistance where assessment has safety implications e.g. Manual Arts, Science
  - Reader for tests and formal assessments
  - Interpreter/transliterater
  
- f. Variation in the students response to the assessment task
  - Assessments presented in different formats, e.g. audio
  - Use of other tactile/ concrete materials
  - Parallel representations of language – signs, symbols, graphics
  - Video, audio and written
  - Presentation in signed mode instead of spoken mode
  - Augmentative and alternative communication devices
  - Give Aboriginal and Torres Strait Islander students the opportunity to represent their cultural experiences in their responses to assessment items (e.g. modify essay question in consultation with students thereby allowing them to demonstrate their knowledge and skills in the subject by referring to their cultural experience.

#### 4. **Procedures for Special Consideration**

- Enrolment interview – special needs identified if possible
- Special consideration forms available from by Director of Teaching & Learning, Middle School & Senior School Team Leaders, Reception & College website.
- Students to complete form, attach necessary documentation and return to Director of Teaching & Learning.
- Form to be processed and approval given by Director of Teaching & Learning.
- Students to be entered into data base.
- Director of Teaching & Learning to determine the type of special consideration provided eg extra time, reader etc through negotiation with teacher.
- Data base of all students receiving special consideration to be kept on common drive for staff access.