QUEENSLAND ACADEMY for CREATIVE INDUSTRIES

OUR STORY

High Challenge
High Expection
High Collaboration
Global

CREATIVE
CLEVER
LEARNING
ENVIRONMENT
OF CHOICE
FOR THE
ASPIRATIONAL
CREATIVE
GENERATION

OUR GRADUATES

Global Influencers
Learning Inspired
Entrepreneurial & Enterprising
Ideas Architects
Ethically & Socially Responsible
Life Designers

The Pathmakers
whose creative intellect, skills and capabilities
see them thrive and lead in the
21st Century Global Economy

OUR DNA

Learner Profile
Creative underpinning
Theatre
Reflection
Caring
Communicators

OUR APPROACH

Nexus Paradigm
Success & Wellbeing
Effective & Enabled
Learning

OUR VISION

“To be the world class learning environment of choice for the aspirational creative generation”
SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

(in accordance with IB Candidates with Special Assessment Needs Policy) (May 2009)

As an Education Queensland school that offers International Baccalaureate Diploma program, QACI is obliged to follow Education Queensland, Guidelines for Special Consideration in Assessment (May 2005) and International Baccalaureate Special Assessment Needs Policy (May 2009). Where the two policies differ, Year 11/12 students studying the IB Diploma will receive consideration in line with IB policy; students in year 10 Preparation for IB Programs, will receive consideration in line with Education Queensland policy. However, should students in year 10 be receiving consideration outside what International Baccalaureate policy would allow, they would be made aware of the difference and implication for the IB Diploma. In the event that there is a conflict between the two policies, IB will be consulted for advice.

Rationale

In line with the IB Policy for Diploma Program candidates with special assessment needs, we believe that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible.

Where standard assessment conditions could put candidates with special educational needs at a disadvantage by preventing them from demonstrating their level of attainment, application for special arrangements will be submitted to International Baccalaureate.

This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, candidates with a learning difficulty.

All requests for consideration will be directed to the IB Information Desk at the following email address: ibid@ibo.org.

Arrangements available for candidates with special needs can apply during their preparation of work for assessment and in their written examinations.

School Procedures re response to student needs

1. Identification of condition affecting performance via medical practitioner is required
2. IB Coordinator submits supporting paperwork and D1/D2 documentation as applicable and in line with Handbook of procedures for the Diploma Programme, the procedures manual for coordinators and teachers.
3. IB Coordinator assistant prepares and distributes summary of documentation received from medical practitioner to teachers regarding in-class support and alternative arrangements as recommended
4. Teachers ensure students receive special consideration as recommended
5. Success Coach communicates with the student and his/her teachers, to monitor their coping strategies and progress
6. Support staff provide guidance as needed eg Organisational Assistance, Confidence strategies
7. Where a student is verified as supported by Education Queensland, regular teacher-aide support time is given to communicate with the student regarding their progress and to advocate on behalf of the student to the teachers as needed; and to refer any issues to IB coordinator and support staff
8. IB Coordinator and assistant ensure IB approved alternative arrangements are provided for all examinations, adhering to IB SEN Policy. Students are provided an alternative examination room and exam invigilator follows approved alternative arrangements.

Terminology

Accommodation
A generic term comprising all forms of arrangement, compensation or conditions that may be allowed for a candidate.

Adverse circumstances
Circumstances beyond the control of the candidate(s) that might be detrimental to the performance of the candidate(s) in one or more assessment component (for example, bereavement, natural disasters, civil unrest). “Adverse circumstances” do not include medical conditions or disability.

If an adverse circumstance, such as family bereavement, civil unrest or natural disaster, affects a candidate, either during the preparation of work for assessment or during written examinations, the coordinator, not the teacher, should contact the IB Information Desk (ibid@ibo.org) at IB Cardiff for advice. Such circumstances do not normally qualify a candidate for special arrangements unless a condition (for example, an anxiety or sleep disorder) arising from the...
adverse circumstance can be diagnosed. Although special arrangements will not normally be authorized for adverse circumstances, the affected candidate(s) may be eligible for compensation.

Candidates with special assessment needs

Assessment component
Each subject and level for the Diploma Programme is divided into assessment components, for example, paper 1, paper 2 and internal assessment. Some components comprise discrete tasks that are undertaken separately. These separate tasks within a component, such as the map work section for a geography examination paper, are referred to in this document as a “part” of an assessment component.

Exceptional circumstances
Circumstances that are not commonly within the experience of other candidates with special assessment needs. The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular special arrangement.

Invigilator
A person, or persons, responsible for supervising an examination. Also referred to as a “proctor” or a “supervisor”. The invigilator of an IB examination may or may not be the coordinator.

Changed or additional conditions during the assessment process for a candidate with special educational needs. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

Special assessment needs
A candidate with special assessment needs is one who requires special arrangements in assessment conditions to demonstrate his or her level of attainment.

Candidates with special assessment needs

Special educational needs
This refers to candidates with individual learning needs, who have the intellectual capacity to meet all curriculum and assessment requirements, and who require special arrangements to demonstrate their level of achievement. Candidates who require special assessment arrangements may display the characteristics of one or more of the following special educational needs.

Specific learning issues, language and communication disorders
- Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).
- Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).

Emotional and behavioural issues
- Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence.

Physical and sensory conditions
- Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.
- Sensory issues: hearing—embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual—includes difficulties with either the structure or function of the eye, affecting vision.

Medical conditions
- The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

Mental health issues
- A wide range of conditions that can affect a person’s state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate’s life.

Technical language
This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject.

Candidates with special assessment needs
Principles

All special arrangements that may be authorized by the IB are based on the following principles.

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate’s level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs.

1.2 Special arrangements are intended to reduce the adverse effects of a candidate’s special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3 The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or courses results.

1.4 The school, not the IB, is responsible for establishing whether the Diploma Programme can be taught and assessed. Advice may be sought from IB Cardiff before a school accepts a student with special needs; however, this advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources.

1.5 If it can be demonstrated that a candidate’s lack of proficiency in his or her response language(s) (English, French or Spanish) arises from a diagnosed need, special arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.6 The IB aims to authorize special arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on both the candidate’s usual method of working in the classroom and under assessment conditions.

1.7 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the special assessment needs policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with special assessment needs, the policy represents the result of a consideration of accepted practice in different countries.

1.8 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of need are the same. Given that cultural differences occur in the recognition of learning issues and the accommodations allowed, some compromise may be necessary to help ensure comparability between candidates in different countries.

1.9 If special assessment arrangements are necessary for a candidate, consultation with the IB is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS), the IB Information Desk must be consulted. Any exceptions are stated in this document. However, a school may provide any kind of special arrangement for a candidate during his or her study of the Diploma Programme or trial (practice) examinations.

1.10 A school must not inform an examiner of a candidate’s condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate’s work. If appropriate, the IB will ensure that reasonable adjustments are considered.

1.11 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.

1.12 If special arrangements are authorized for internal assessment, the IB may require the candidate’s work to be submitted to IB Cardiff for scrutiny.

1.13 Please notify IB Cardiff about retake candidates who require the same special arrangements carried over into their next examination session. This is because some arrangements, such as transcribing examination papers into Braille, take several months of preparation.

1.14 The list of special arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all other similarly affected candidates.

1.15 According to the document General regulations: Diploma Programme, a Diploma Programme candidate may participate in three examination sessions to be awarded the diploma. At the discretion of the IB, a candidate with special needs may be allowed additional sessions.

1.16 If a school does not meet the conditions specified by the IB when administering special arrangements, or makes special arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.

1.17 Each request for special arrangements will be judged on its own merit. Previous authorization of special arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

1.18 The IB does not flag or in any way annotate the results of a candidate for whom special arrangements have been authorized.

1.19 If the candidate’s disability and/or the nature of the special arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Diploma Programme examinations.

1.20 Any issues that arise from the nature of the special arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to the IB Information Desk as soon as possible.
Education Queensland Policy

Programming for Students with Disabilities

Special Consideration

What is special consideration?
'Special consideration is the granting of exemption to, or the provision of special arrangements for, students with special needs.

Exemption: fairness to all students and the integrity of results reported on QACI reports require that no student be exempted from meeting any of the substantive requirements of the syllabus, for any reason. However, in cases of special consideration, schools may decide to exempt students from non-substantive subject requirements.

Special arrangements: 'special arrangements’ refer to practical arrangements to vary the conditions under which assessment occurs in order to enable students with special needs to have an equal opportunity to demonstrate their knowledge and skills in a subject.'


Students with disabilities and learning disabilities that have been diagnosed or appraised by Education Queensland are able to be granted special consideration in order to allow them to accurately demonstrate their skills and knowledge. Special considerations granted should not in any way make the assessment piece easier for the students in regard to the skills and knowledge being tested but simply provide an even playing field for all students e.g. allowing a student to have a reader for an exam because they have a reading disability, provided that reading is not a skill being tested at the time. (Education Queensland, downloaded 2005)

How do I decide what is and isn’t special consideration?
Special consideration should only be granted after examining the student’s disability and the substantive syllabus requirements being assessed. This should be a collaborative decision made by the class teacher and the student’s case manager; the classroom teacher bringing expertise on the syllabus requirements of the subject and the case manager offering expertise on the student’s disability. In making a decision, the following questions should be considered:

- What aspect of the student’s disability is preventing them from displaying their skills and knowledge?
  - E.g. reading difficulties, physical disability, increased sensory processing (sensitive to outside noises, too much information presented at once, etc), and inability to put thoughts into writing, inability to process multi step tasks.
- How can the assessment/assessment conditions be altered so that the disability is no longer preventing the student from displaying their skills and knowledge?
- Do the alterations provide the student with an unfair advantage?
- Are all criteria, substantive syllabus requirements? If not, some criteria may not be marked on (e.g. spelling and grammar, ability to write in a particular genre).
- Is the student still marked on the same substantive syllabus criteria as their peers? Special consideration should not mean that the students are being marked on completely different criteria to their peers (e.g. if the substantive criteria are related to public speaking then it would be inappropriate for the student to produce a written piece and be marked on criteria relating to an essay).

(Trish Taylor, 1999)

** Special consideration applies only to assessment items. It is therefore possible for a student to have modifications to class content (e.g. teacher-aide assistance, reduced writing requirement, provision of main points only etc) and still receive a mainstream mark as they are still being assessed on the same substantive criteria as their peers.
Examples of special consideration include but are not limited to the following:

Time related consideration

- Negotiated extra time for tests including perusal (e.g. up to 20 minutes extra per hour)
- Negotiated time for assignments
- Options of rest breaks
- Scheduling of exams e.g. morning/afternoon

Change in presentation for papers or assignments

- 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

Use of appropriate technology

- Closed Circuit Television
- 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

Different environmental conditions

- Appropriate lighting and seating
- Tests supervised in different room
- Oral presentations to reduced audience

Additional assistance

- Scribe during formal examinations
- Assistance with planning and research for assignments
- Assistance where assessment has safety implications e.g. Home Economics, Science
- Reader for tests and formal assessments
- Interpreter/transliterator

Variation in the students response to the assessment task

- Assessments presented in different formats, e.g. audio
- Use of other tactile/concrete materials
- Parallel representation of language—signs, symbols, graphics
- Video, audio and written
- Augmentative and alternative communication devices
- Computer presentation

(Education Queensland, downloaded 2005)