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## Students with Special Needs Procedure

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Issue Date:	Issue History:
August 2014	Policy approved (V1.0)
October 2016	Reviewed and updated related forms (V1.1)
August 2017	Reviewed and revised (V1.2) Director of Quality Assurance removed

Procedure Title	Students with Special Needs Procedure
<b>Procedure</b>	<p><b>1. Method</b></p> <p>1.1 Students with special needs will be offered the same assessment standards as those applied to all other students. No concessions are made regarding the assessment criteria used. However Cambridge International College (WA) will make reasonable adjustments for students who provide medical documentation of their disabilities and special needs, which these necessitate.</p> <p>1.2 CIC provides a range of resources and services that acknowledge the diversity of students with special needs requirements.</p> <p>1.3 The student must inform CIC about his/her special assessment needs in writing at the time of enrolment. A request should be submitted for each assessment for which the student enrolls, as information about special needs will not be kept on our system.</p> <p>1.4 Reasonable adjustments are made to assist a student with disability to participate in education and training on the same basis as other students.</p> <p>1.5 The learning programs are to be flexible, relevant and recognise the individual needs, strengths and abilities of students including the environmental needs, chronological age and interests of the students.</p> <p>1.6 The learning programs enable students to demonstrate knowledge and skills for the competencies and learning outcomes being assessed.</p> <p>1.7 CIC is committed to ensuring that all students with a disability have the right to participate in education in a safe environment, free from harassment and victimisation.</p> <p>1.8 Director of Studies will assess requests and applicant will be advised of the decision within 5 working days of lodging a request. Applicants may appeal the decision providing that they lodge their appeal within 14 days of receipt of the decision.</p> <p><b>SPECIAL PROVISIONS WHICH MAY BE PROVIDED:</b></p> <p><b><u>Visual Impairment</u></b> (Medical certificate required)        For students who are partially sighted:</p> <ul style="list-style-type: none"> <li>• Large print version of papers may be prepared (students need to specify the enlargement ratio)</li> <li>• Extra time may be provided</li> </ul> <p><b><u>Dyslexia</u></b> (Medical certificate required)</p> <ul style="list-style-type: none"> <li>• Students with medically documented dyslexia may be allowed additional time to complete an assessment. Students and trainers will discuss support options required.</li> </ul> <p><b><u>Hearing Impairment</u></b> (Medical certificate required)        Students with a medically documented hearing impairment may request:</p> <ul style="list-style-type: none"> <li>• Seating near the front of the room.</li> <li>• An oral/ sign interpreter provided by the student.</li> </ul> <p><b><u>Psychiatric Disability</u></b> (Medical certificate required).</p> <ul style="list-style-type: none"> <li>• Students who experience anxiety, difficulty with concentration or cognition as a result of depression, obsessive-compulsive disorder or other documented psychiatric conditions may apply for extra time in written assessments.</li> </ul> <p><b><u>Students with low Language literacy or numeracy needs</u></b></p> <ul style="list-style-type: none"> <li>• Extra time may be allotted on request</li> <li>• Trainers can provide extra assistance by using different strategies such as:           <ul style="list-style-type: none"> <li>○ Providing extra time to complete assessments</li> <li>○ Using short and simple sentences to explain</li> <li>○ Using life experiences in the classroom</li> <li>○ Confirming understanding, for example, asking students to rephrase questions</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Use methods that do not require a higher level of language or literacy than is required to perform the job role.</li> <li>• Referring them to the courses that may help them to develop the skills in these areas.</li> <li>• Integrating theory with practice</li> <li>• Including more pictures or diagrams e.g. power point presentation, videos etc. during the learning process.</li> </ul> <p><b><u>Other disabilities</u></b></p> <ul style="list-style-type: none"> <li>• Each case will be considered on its merits and each application must be supported with current medical documentation. In some cases such as behavioural problems, students may not require special provisions but the trainer may still be made aware of how the nature of the condition may affect the assessment.</li> </ul> <p>Trainers at Cambridge International College (WA) consider the needs of people from different backgrounds, which includes the language used and any cultural issues that may affect the response of the person being assessed. Assessment procedures are culturally appropriate for the individual and the situation</p>
<b>Related Policy and Procedure:</b>	Complaints and Appeals Policy and Procedure Student Support Policy and Procedure Students with Special Needs Policy
<b>Related Forms:</b>	Application for special consideration Complaints form Appeals form
<b>Procedure Owner:</b>	Welfare Department Director of Studies General Manager/Campus Director
<b>Approved by:</b>	Director of VET Education
<b>Approved Date:</b>	August 2014
<b>Definition (if any)</b>	

## Identifying Individual Needs Procedure

