**Policy Rationale**

Students enrolled at CCAE who suffer significant health problems deserve and require a supportive and flexible environment that understands and responds to their individual needs.

**Policy Aims**

To provide an environment that is supportive of, and responsive to, the physical, social, emotional and academic needs of students with significant health problems.

**Procedure**

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Students’ special needs may include, though not be limited to the following provisions in negotiation with the student’s trainer and other professionals:

- Extra time and resources to complete the required learning outcomes.
- Where the curriculum allows, questions can be read by trainers and answers presented orally or visually as opposed to text.
- Extended break periods and time for medication etc. during sessions and assessment tasks.
- Students with physical disabilities may use any modes of communication to assist them in the communication process (e.g. voice synthesisers or communication boards).

In terms of the nationally accredited VET programs, those students with special needs will be judged as competent or not yet competent based on the same industry performance criteria as are applied to other students.

**Evaluation**

This policy will be reviewed bi-annually and at times when students with significant health needs are about to attend, or are attending CCAE.