PROGRAMMING / PLANNING POLICY
For a small percentage of students with special education needs, in particular for those students with an intellectual disability, it may be determined that the regular outcomes and content in one or more Board syllabuses are not appropriate. For these students, the Life Skills outcomes and content in the syllabuses can provide the basis for a relevant and meaningful program.

The decision to undertake a Life Skills pattern of study is undertaken between with school, parents and the student. The Board of Studies does not need to be informed, or sent examples of programs for these students.

When making decisions about curriculum options it is important to consider:
• the student's interests, strengths, goals and learning needs
• the support and/or adjustments that may be necessary for the student to access course work and demonstrate achievement of outcomes
• the transition needs of the student from school to adult life.

These decisions are made at an Individual Learning Plan, in consultation with parents and other relevant staff, and are reviewed annually. These meeting are used to set personal goals and review progress each year, to determine the best pattern of study for the student.

Relevant Documents include:
• The ACE Manual
• Board of Studies website, especially the document:
  - Life Skills Year 7-19: Advice on Planning, Programming and Assessment, and the
  - Life Skills Outcome Worksheets (School Certificate and Higher School Certificate)