

Disability Standards for Education

'The Education provider must take reasonable steps to ensure that a student is able to participate in the courses or programs provided by the educational institution and use the facilities and services provided by it on the same basis as a student without a disability and without experiencing discrimination' from *Disability Standards for Education 2005 Part 5.2 (1)*

Five Areas of the Standards

1. Enrolment (Section 4 of DSE)
2. Participation (Section 5 of DSE)
3. Curriculum development, accreditation and delivery (Section 6 of DSE)
4. Student support services (Section 7 of DSE)
5. Harassment and victimisation (Section 8 of DSE)

The means by which Participation and Curriculum development, accreditation and delivery should be done include:

- Taking reasonable steps to ensure participation in courses and programs and use of facilities and services
- Consulting with the itinerant support teacher IST, and when appropriate student and parents, about the effects of the student's disability on their ability to participate in courses and programs and use of facilities and services
- Considering information from this consultation when deciding whether an adjustment is necessary
- Making a reasonable adjustment if necessary

Repeating this process as necessary to allow for the changing needs of the learner over time.



What this means in practice:

- Curriculum is *planned to meet the needs of all learners*
- Curriculum is *delivered in a variety of ways* to meet the needs of all learners
- A *range of assessment options* is planned and made available
- *Appropriate accreditation* can be obtained

Accommodations / adjustments are categorised into four areas:

- **Presentation** - assessment teaching and learning may include: cue cards, alternating new learning with opportunities of practice, signing, large print, braille, captioning or providing transcripts of audio visual material, use of a sound field system or FM system, transcript to read when doing listening task which is then removed for questions, live voice rather than recorded

- **Response** - learners could respond in a variety of ways: verbally, by drawing, using a braille writer, by another person scribing, use of computer/ipad to write, presentation written/power point instead of oral
- **Setting**- assessment, teaching and learning may occur in different settings: small groups, in separate venue and/or separate supervision
- **Timing**- Adjustments may need to be made to the time allocation for assessment, teaching and learning activities: extended wait time to complete tasks, reduce number of tasks, allow breaks during the activity, extra exposures to listening task

Underlined are the most commonly done for HI and deaf students.