

# Disability Standards for Education

## An Introduction

# Purpose

This workshop will:

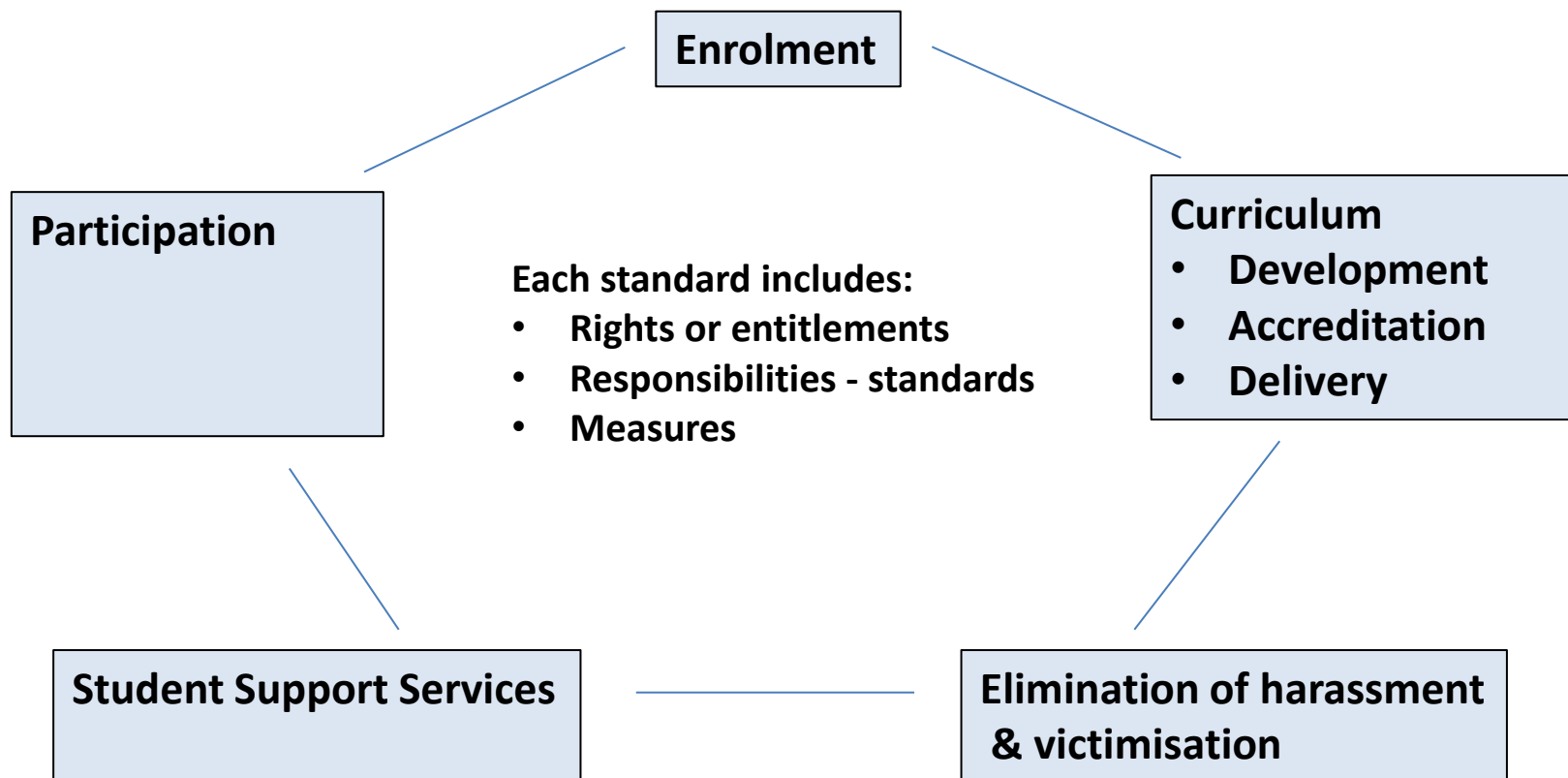
- use a case studies approach to apply the Disability Standards for Education (2005)

During this workshop you will:

1. Examine a number of cases studies
2. Discuss how you apply The Standards at your school
3. Share your general approach to applying The Standards and sharing The Standards with staff

# Disability Standards for Education

## The Standards



# Group Task

As a group choose The Standards you wish to examine through the case studies.

1. List your ideas on how to approach the situation
2. Review each of The Standards selected
3. Record your ideas using a Y chart
  - Rights
  - Responsibilities
  - The approach
4. Be prepared to share your insights



# Disability Standards Course

An online course has been for the Disability Standards.



<http://lms.ntschoools.net/>

# Workshop review

## Applying The Standards

- What have you learnt about applying The Standards

## Using the Professional Learning materials

- What approach will you take to use the case study approach with your staff?

## Standard 1: Enrolment

### **Adrianne - a student with Cerebral Palsy**

An appointment has been made for a student and her mother. The student wishes to enrol in your school. The information provided to date is that Adrianne has cerebral palsy. She uses a wheel chair and communicates in class and at home using a communication board.

How would you approach this situation?

Review the Enrolment Standard.

What actions would you take to ensure compliance with The Standard?

Consider the following:

- rights or entitlements of students with disability
- legal obligations or responsibilities of educational providers
- measures that provide evidence of compliance

## Standard 2: Participation

### **Ben – a student with Anaphylaxis**

Through the enrolment process, the School has been informed that Ben has a diagnosis of severe allergy which results in anaphylaxis. Parents have provided the school with a copy of Ben's action plan for the treatment of anaphylaxis by his Paediatrician/Medical Practitioner. It outlines the foods that Ben is allergic to, medication dosage and his photograph. Ben's parents have provided 3 Adrenaline Auto-injectors for use at school.

How would you approach this situation?

Review the Participation Standard.

What actions would you take to ensure compliance with The Standard?

Consider the following:

- rights or entitlements of students with disability
- legal obligations or responsibilities of educational providers
- measures that provide evidence of compliance

# Disability Standards for Education

## Standard 3: Curriculum development & accreditation & delivery

### Sam - Attention Deficit Hyperactivity Disorder: Combined Type

Sam has a diagnosis of ADHD. Medication has been prescribed and is to be administered according to the Health Care Plan (medication instructions from prescribing doctor indicate that medication needs to be administered at 11am). Sam can display some challenging behaviours leading up to 11am. As part of a unit of work an excursion has been planned from 9 to 12 to the local Health Clinic to investigate services provided to the community.

How would you approach this situation?

Review the Curriculum development, accreditation and delivery standard.

What actions would you take to ensure compliance with The Standard?

Consider the following:

- Rights or entitlements of students with disability
- legal obligations or responsibilities of educational providers
- measures that provide evidence of compliance

# Disability Standards for Education

## Standard 4: Student Support Services

### Mary – a student with Down Syndrome

A young child Mary, with Down Syndrome is enrolled in a large rural school. The school is having difficulty assisting Mary in the following areas:

- communication,
- social interaction with her peers
- staying within the classroom and school grounds, and
- self-care

She has regular input from therapists and education advisors. The parents are requesting that the Down Syndrome Association has input to school planning.

How would you approach this situation?

Review the Student Support Services Standard.

What actions would you take to ensure compliance with The Standard?

Develop a Y chart to consider the following:

- rights or entitlements of students with disability
- legal obligations or responsibilities of educational providers
- measures that provide evidence of compliance.

# Disability Standards for Education

## Standard 5: Elimination of Harassment & Victimisation

### **Tammy – a senior student with a mental health disorder**

Tammy is a senior student with a mental health diagnosis. She has experienced long term absences from school despite several attempts by the school team to support her participation in school programs. Tammy is claiming harassment by her peers.

How would you approach this situation?

Review the standard for the elimination of harassment and victimization.

What actions would you take to ensure compliance with The Standard?

Consider the following:

- rights or entitlements of students with disability
- legal obligations or responsibilities of educational providers
- measures that provide evidence of compliance
- What practices do you need to add?



# Disability Standards for Education

## Key Concepts

### 'On the same basis'

Read the extract titled 'On the same basis' from the *Student Diversity and the Australian Curriculum (2013)*.

#### What does 'on the same basis' mean?

- 'On the same basis' means that a student with disability should have access to the same opportunities and choices in their education that are available to a student without disability.
- 'On the same basis' means that students with disability are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and set in age-equivalent learning contexts.
- 'On the same basis' does not mean that every student has the same experience but that they are entitled to equitable opportunities and choices to access age-equivalent content from all learning areas of the Australian Curriculum.
- 'On the same basis' means that while all students will access age-equivalent content, the way in which they access it and the focus of their learning may vary according to their individual learning needs, strengths, goals and interests.

Discuss with a person near you, the following questions:

1. What are the key elements of this extract?
2. What does "on the same basis" mean generally?



# Disability Standards for Education

## Key Concepts

### 'Reasonable Adjustment'

Read the extract titled 'An adjustment'

#### What are 'reasonable adjustments'?

When describing or referring to adjustments, ACARA uses the definition in the Standards while acknowledging that states and territories may use differing terms.

- An '*adjustment*' is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. Examples of adjustments are listed in the section 'Adjustments and the Australian Curriculum'.
- An '*adjustment*' is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the school, staff and other students.
- The process of consultation outlined above is an integral part of ensuring that schools are meeting their obligations in relation to '*reasonable adjustments*'.

Discuss with a person near you the following questions:

1. What are the key elements of this extract?
2. What does "reasonable adjustments" mean generally?

## Consultation

Consultation is the critical practice of involving those people who have an in-depth knowledge and understanding of the capabilities and circumstances of the student.

The purpose of the consultation is to identify the capabilities of the student, the barriers to and the measures required to meet the standards.

Consultation may involve:


- the student, parent or carer
- professional expertise of therapists and community service providers
- teaching and support staff.

Consultation should:

- take place on a regular basis
- continue over the period of time the student is involved with the school



# The place of *The Standards*

 **Commonwealth Consolidated Acts**

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**DISABILITY DISCRIMINATION ACT 1992**

TABLE OF PROVISIONS

[Long Title](#)

**PART 1--PRELIMINARY**

- 1. Short title [see Note 1]
- 2. Commencement [see Note 1]
- 3. Objects
- 4. Interpretation
- 5. Direct disability discrimination
- 6. Indirect disability discrimination
- 7. Discrimination in relation to associates
- 8. Discrimination in relation to carers, assistants, a Carer, assistant, assistance animal and disability
- 9. Act done because of disability and for other reason
- 10. Unjustifiable hardship
- 11. Application of Act
- 12. Application of the Criminal Code
- 13. Operation of State and Territory laws
- 14. Extent to which Act binds the Crown

 **national ANTI-DISCRIMINATION information gateway**

Home Northern Territory Downloads

Employment Northern Territory Anti-Discrimination Commission (ADC)

Commonwealth The Northern Territory ADC was established to promote equality of opportunity in the Northern Territory. The ADC does this by protecting people from unfair discrimination, sexual harassment and other prohibited conduct through complaint-handling, public hearings and public education.

Australian Capital Territory

New South Wales

Complaints If you think that you have been treated unfairly because of an attribute covered by the Anti-Discrimination Act at work, in education, accommodation, goods, services and facilities, clubs or insurance and superannuation, or you think you have been subjected to other unfair treatment you can make a complaint to the ADC.

Northern Territory Further details on the Complaint Handling Process can be found on the ADC's website. Alternatively you can contact us on the telephone numbers listed below.

Queensland

South Australia


Tasmania

Training and Education The ADC also offers training and education to inform people of their rights and responsibilities under the Act so as to avoid complaints arising in the first place. This training is available to individuals.

**Related Links**

- [Complaint Handling Process \(PDF 1.1MB\)](#)
- [Anti-Discrimination Act](#)
- [Northern Territory Anti-Discrimination Commission](#)
- [Northern Territory Department of Justice](#)

## Our Practices

 Australian Government  
Department of Education, Employment and Workplace Relations

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**Students with Disability**

For: Parents and carers People with disability Principals and teachers Students

The Disability Standards for Education 2005 were formulated under the Disability Discrimination Act 1992 and tabled in Parliament on 17 March 2005. They came into effect in August 2005. The Standards clarify the obligations of education and training providers to ensure that students with disabilities are able to access and participate in education and training on the same basis as those without disability.

The Disability Standards for Education 2005 and accompanying guidance notes are available.


- [Disability Standards for Education 2005](#)
- [Disability Standards for Education 2005 Guidance Notes](#)

General enquiries  
**1300 363 079**  
open to 1pm weekdays

Review of Disability Standards for Education 2005

The Review of Disability Standards for Education 2005 was undertaken to determine whether the Standards remain an efficient mechanism for Government to achieve the objectives of the *Disability Discrimination Act 1992* in the education sector.

NTG home People & Community Business & Industry Living & Working Visiting A-Z Government

 **Department of Education and Children's Services**

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**Students with disabilities**

- [Students with disabilities policy \(pdf 51 kb | word 58 kb\)](#)
- [Students with disabilities guidelines and procedures \(pdf 68 kb | word 62 kb\)](#)
- [Students with disabilities policy support materials](#)

**About us**

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