

Disability Standards for Education

An Introduction

Purpose

This workshop:

- provides an overview of the standards so that you can begin to examine the practices that accommodate SWD.

During this workshop you will:

1. Understand the place of *The Standards*
2. Examine scope of *The Standards*
3. Discuss three key concepts
4. Interact with a number of case studies

The place of *The Standards*

Commonwealth Consolidated Acts

[Index] [Table] [Search] [Search this Act] [Notes] [Notep] [Download] [Help]


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. **Unreasonable 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 **Anti-Discrimination Act**

New South Wales **Complaints**

Northern Territory 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.

Queensland 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.

South Australia **Training and Education**

Tasmania 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 1.8MB)
- Anti-Discrimination Act
- Northern Territory Anti-Discrimination Commission
- Northern Territory Department of Justice

Our Practices

Australian Government Department of Education

I need to find out about:

Students with Disability

Disability Standards for Education

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

The Disability Standards for Education clarify the obligations of education and training providers and seek to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the Disability Discrimination Act 1992 and came into effect in August 2005.

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

- Disability Standards for Education 2005
- Disability Standards for Education 2005 Guidance Notes

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.

- Report on the Review of Disability Standards for Education 2005
- Australian Government response to the Review of the Disability Standards for Education 2005

Department of Education

Students, apprentices and trainees > Support and assistance > Special education and disability > Students with disabilities policy and support materials

Students with disabilities policy and support materials

The material on this page:

- Supporting students with disabilities
 - General
 - Implementation guidelines
 - Forms and processes
 - Education Adjustment Plans
- Supporting students with disabilities
 - In order to provide support to students with disabilities we need to understand our obligations as educators. There are obligations to make reasonable adjustments for students with disabilities so they can participate on the same basis as other students. These obligations come from legislation and policies.

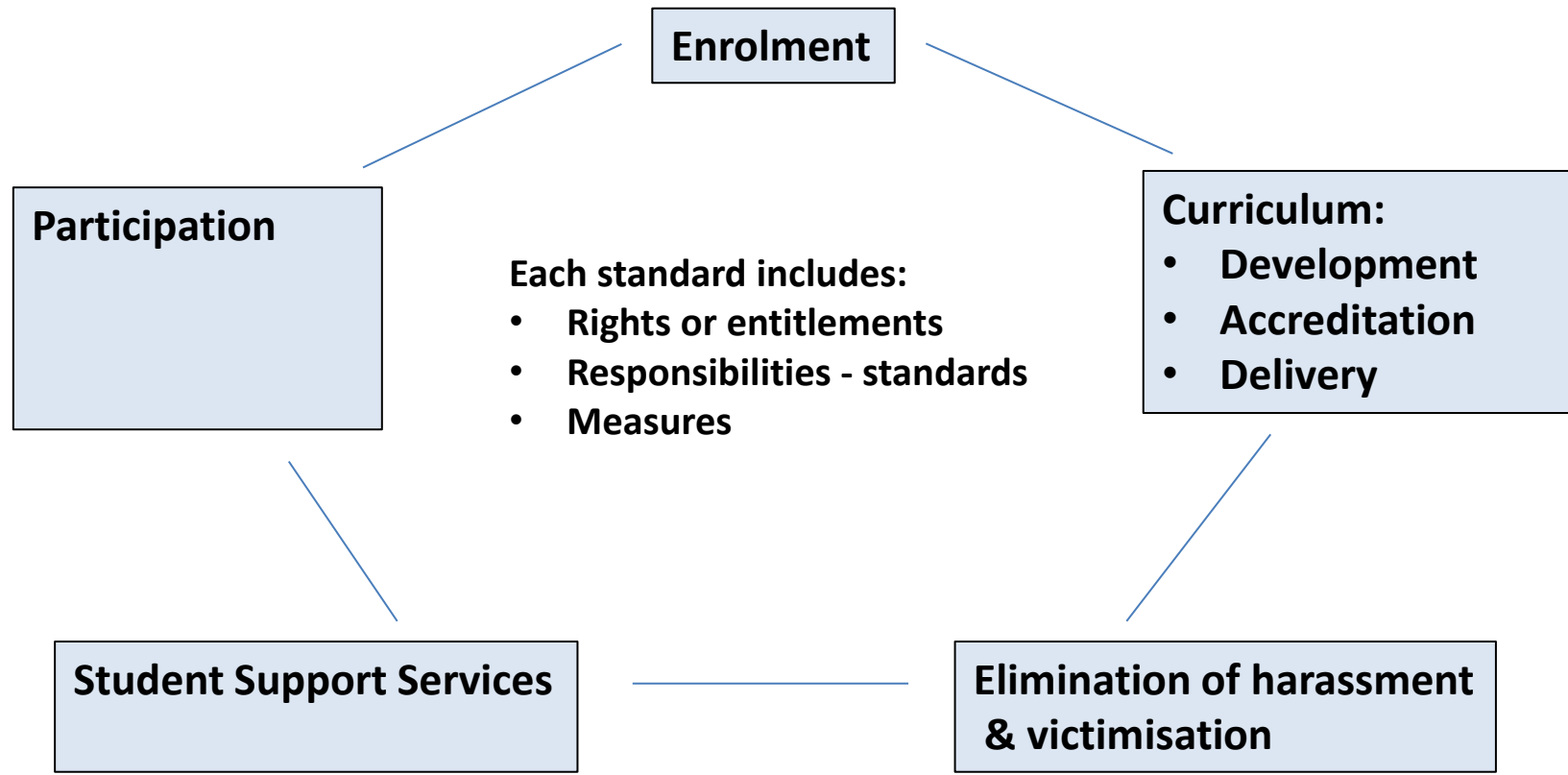
Factbook (pdf 205 kb)

Client's for...	Principals	Teachers	Parents
Students with disabilities policy, guidelines and procedures			
Proseprint about the policy Disability Discrimination Act and Disability Standards for Education	pdf 492 kb	pdf 757 kb	pdf 516 kb
Factbooks / Brochures	pdf 45 kb		pdf 29 kb
Newsletters meet about Students with Disabilities Policy Disability Standards for Education	word 33 kb		

Client's for...	Principals	Teachers	Parents
Implementation guidelines			
Foreword and executive summary	pdf 196 kb	pdf 196 kb	
Inclusive curriculum provision	pdf 53 kb	pdf 53 kb	
Rules and responsibilities	pdf 32 kb	pdf 32 kb	
Teacher guidelines	pdf 88 kb	pdf 88 kb	

Inclusion: minimum revision - NTTF

The Standards



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?

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

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.

Group Task

As a group choose one of the standards to examine through the case study.

1. List your ideas on how to approach the situation
2. Review the standard
3. Record your ideas using a Y chart
4. Be prepared to report back to the group.

Standard 1: Enrolment

Adrienne - 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 Adrienne 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 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

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

Standard 5: Elimination of Harassment & Victimization

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?

Workshop review

The case studies

- Is there enough information in the case study to interact with the standard?
- Is the case study appropriate for the standard?

The tasks

- Do the task provide the opportunity to examine *The Standards*?

Other feedback

- What worked?
- What needs to be changed?