

SBH SCHOOL TIPS

WORKING TOGETHER TO DEVELOP EFFECTIVE SUPPORT PLANS FOR STUDENTS



Disability Standards for Education 2005

Rights of the Students

Getting the most out of the consultation process

SOME EASY STEPS FOR SCHOOL STAFF TO FOLLOW WHEN CONSULTING WITH STUDENTS, PARENTS WHEN DEVELOPING A SUPPORT PLAN:

- work out what is the purpose of the discussion, in other words, what outcome do you want?
- start a discussion early preferably before issues or problems arise
- know their rights and responsibilities
- show mutual respect
- try to stay calm, it may be necessary to bring in an independent person or postpone discussions if those involved are upset
- focus on what is best for the student
- recognise that each person has something to offer
- identify the key issue that needs to be addressed and focus on problem solving this
- where appropriate involve the student in the discussion
- work out who else needs to be involved in the discussion
- bring any relevant information to the discussion as part of the process of reaching an agreement
- build in review points to follow up what has been agreed
- agree how ongoing communication will occur
- write down what has been agreed and what each person will do and when.

DOES THE STUDENT HAVE ACCESS TO ALL AREAS OF THE SCHOOL ENVIRONMENT?

Disability Standards for Education 2005. The Disability Standards for Education 2005 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 Disability Standards for Education 2005 (the standards) were developed under the Disability Discrimination Act 1992 and came into effect in August 2005. The standards must be reviewed every five years, in consultation with the Attorney-General's Department.

The standards set out specifically how education and training are to be made accessible to students with disabilities.

[Disability Standards for Education 2005](#)

They cover the following areas:

- enrolment.
- participation.
- curriculum development, accreditation and delivery.
- student support services; and
- elimination of harassment and victimisation.

Each of the areas discussed includes a statement of the rights, or entitlements, of students with disabilities concerning education and training, consistent with the rights of the rest of the community. The statements of rights are included to assist people to understand and comply with, the standards set out in the obligation provisions.

The standards describe the legal obligations, or responsibilities, of educational authorities, institutions and other education providers. These are the standards with which education providers must comply.

How Does Executive Functioning Affect The Student's Learning:

- Making plans
- Keep track of time
- Keep track of more than one thing at a time
- Engage in group discussions
- Evaluate ideas
- Reflect on their work
- Plan their work
- Ask for help
- Wait to speak until they're called upon
- Seek more information when they need it
- Has trouble initiating tasks

Executive Functioning Challenges on a Daily Basis

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