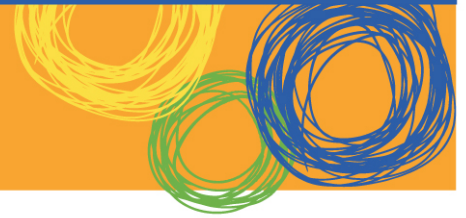


# P–12 curriculum, assessment and reporting framework



## Policy statement: *Curriculum provision to students with disability*

### 1. Introduction

The requirements for curriculum provision to students with disability are specified in the [P–12 curriculum, assessment and reporting framework](#) Section 1; with further detail provided below.

The [Disability Discrimination Act 1992](#) (DDA) and the [Disability Standards for Education 2005](#) (the Standards) require education providers to make reasonable adjustments to assist a student with disability to participate in learning and to demonstrate their knowledge and understanding<sup>1</sup>. The [Standards](#) (Part 3) describe the process for determining if a reasonable adjustment is necessary. All Queensland education providers are required to adhere to the Standards.

The Standards provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. The Standards do this by providing clarity and specificity for education and training providers and for students with disability. The Standards are intended to give students with disability the same rights as other students.

### 2. Defining students with ‘disability’<sup>2</sup>

The Department of Education, Training and Employment’s definition of disability is as outlined in Section 4 of the DDA.

This legislation defines disability, in relation to a person, as:

- a. total or partial loss of the person’s bodily or mental functions; or
- b. total or partial loss of a part of the body; or
- c. the presence in the body of organisms causing disease or illness; or
- d. the presence in the body of organisms capable of causing disease or illness; or
- e. the malfunction, malformation or disfigurement of a part of the person’s body; or
- f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g. a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

All students covered under the DDA, are supported through a range of provisions in schools. This may include guidance support, speech-language therapy support, behaviour support and learning support.

<sup>1</sup> According to the [Standards](#), an adjustment is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students.

<sup>2</sup> The Department uses the term students with ‘disability’ rather than ‘disabilities’ based on the [International Classification of Functioning, Disability and Health \(ICF, 2001\)](#) which acknowledges that it is the educational impact of a student’s impairment(s) that determines the severity of the ‘disability’ for the student.

Some students with disability who have significant educational support needs also meet the eligibility criteria for additional resourcing through the department's [Education Adjustment Program](#) (EAP). The department has six EAP disability categories: Autism Spectrum Disorder, Hearing Impairment, Intellectual Impairment, Physical Impairment, Speech-Language Impairment and Vision Impairment. These additional resources assist classroom and specialist teaching staff to deliver high quality educational programs that are designed to meet the individual program needs of students within an inclusive school setting. Principals are responsible for the resources provided to support educational programs of all students in their school, including students with disability who either meet or do not meet EAP criteria.

Special schools provide highly specialised and individualised programs to cater for students with intellectual impairment and/or multiple disabilities. The *Education (General Provisions) Act 2006* (EGPA) requires an approved policy by the Minister about the criteria to be considered in deciding whether a person is a person with a disability for purposes of enrolment in a state special school. This policy is detailed in [Enrolment in State Primary, Secondary and Special Schools](#) which is based on the DDA.

### **3. Ensuring curriculum access for students with disability**

#### **3.1 Curriculum provision**

Every student has the ability to learn and should be able to demonstrate progress in their learning. The entitlement of all students including students with disability is specified in Section 1.1 of the [P-12 curriculum, assessment and reporting framework](#).

##### **3.1.1 Reasonable adjustments — differentiated and focused teaching**

The majority of students with disability can access the required curriculum and achievement standards for their year level/age cohort as a result of quality whole-school planning and reasonable adjustments made to teaching, learning and assessment.

These adjustments include differentiated teaching and special provisions in the conditions of assessment — as described in the [Policy statement: Assessment](#).

##### **3.1.2 Reasonable adjustments — provision of different year-level curriculum**

A small number of students with disability may also require adjustments to year level expectations involving learning at a lower or higher year level for some or for all learning areas. In this case a negotiated Individual Learning Plan must be developed. Individual Learning Plan should be based on the curriculum specified in Section 1.1 of the [P-12 curriculum, assessment and reporting framework](#).

For these students assessment and reporting is against the achievement standard of the curriculum identified in their Individual Learning Plan.

##### **3.1.3 Reasonable adjustments — highly individualised curriculum**

For a very small percentage of students with disability — those with significant educational support needs which require a highly individualised curriculum — the curriculum will be based on adjustments to the curriculum content and achievement standards of F (Prep)–12 for the reporting period. For these students a negotiated Individual Learning Plan will document learning expectations for the reporting period.

Assessment and reporting addresses the expectations documented in the individual's plan.

Which students	Which curriculum	Possible documented plans	Assessment and reporting
Majority of students with disability	Year level curriculum as for their age cohort	<ul style="list-style-type: none"> <li>- Whole-school curriculum assessment plan</li> <li>- Year level plans</li> <li>- Unit plans</li> </ul>	Assessed and reported against the year level achievement standard for age cohort
A small number of students with disability requiring adjustments to year level expectations	Lower or higher year-level curriculum than age cohort for: <ul style="list-style-type: none"> <li>- some learning areas or</li> <li>- all learning areas</li> </ul>	A negotiated Individual Learning Plan identifies relevant year level curriculum in each learning area	Assessment and reporting is against the year level achievement standard of the curriculum identified in the negotiated Individual Learning Plan
A very small percentage of students with disability — those with significant educational support needs which require a highly individualised curriculum	A highly individualised curriculum providing significant educational support based on adjustments to the curriculum content and achievement standards of F (Prep)–12.	A negotiated Individual Learning Plan identifies the individual curriculum pathway with appropriate learning expectations	Assessment and reporting is against the expectations documented in the negotiated Individual Learning Plan

Further information regarding curriculum provision for students with disability is also outlined in [Policy statement: Curriculum provision to students with diverse learning needs](#).

## 4. Planning curriculum provision for students with disability and documenting decisions

Planning ensures the identification of students' educational needs and the provision of reasonable adjustments. The planning process involves collaboration and consultation with parents, the student (where appropriate), school curriculum leaders, classroom and support teachers and other relevant specialists. Collaborative planning brings these participants together as a team to consider the student's current level of performance and to determine the student's educational needs and future learning priorities.

State schools are required to develop and maintain [school curriculum and assessment plans](#) for whole-school, year level and unit planning. These documents are taken into account in individual planning processes.

### 4.1 Individual Learning Plans (ILP)

Individual Learning Plans must be used to document decisions regarding the provision of a different year level curriculum and achievement standard (than the student's age cohort) — in one or more learning areas. The process for developing the Individual Learning Plan and the content of these plans is specified in [Policy statement: Curriculum provision to students with diverse learning needs](#).

### 4.2 The Education Adjustment Program (EAP)

The Education Adjustment Program is a process for identifying and responding to the educational needs of students with disability. The EAP supports schools to:

- identify students (from Prep–Year 12) who meet criteria for the EAP disability categories
- document the education adjustments they are providing to meet the teaching and learning needs of these students.

### **4.3 Individual Education Plan (IEP)**

IEPs are not mandatory for students in Years P–12 (or age equivalent). However, the [process for developing Individual Education Plan](#) (IEP) is a valuable means of collaboratively planning for the educational needs of students with disability.

If an IEP is undertaken, the information gained will be taken into account when developing any Individual Learning Plan which may be required — as outlined in 4.1 above.

An IEP is required only for children with disability, up to the age of 5, who receive an individualised Early Childhood Development program or service (see [Early Childhood Development Programs and Services for Children with Disabilities — Prior to Prep](#)). In this case the IEP is developed collaboratively with parents/carers on a six monthly basis, to meet the child's individual needs and identify priority goals, implementation strategies and assessments.

To document individual plans schools can use the Individual Student Plan (ISP) provision in the OneSchool Specific educational requirements (SER) module.