

Disability Standards for Education (DSE)

Understanding the DSE

An Easy Read guide



How to use this guide



This guide was written by:

- people with disability
- families and carers.

Children and Young People with Disability Australia (CYDA) helped them write this guide.



When you see the word 'we', it means the people who wrote this guide.



They wrote this guide for the Australian Government Department of Education.



We wrote this guide in an easy to read way.

We use pictures to explain some ideas.

Bold
Not bold

We have written some words in **bold**.

This means the letters are thicker and darker.



We explain what these words mean.

There is a list of important words we use in this guide on page 5.

There is a list of other words on page 33.



This Easy Read guide is a summary of another document.

This means it only includes the most important ideas.



You can find the other document on our website.

www.dese.gov.au/disability-standards-education-2005/students



You can ask for help to read this guide.

A friend, family member or support person may be able to help you.



We wrote this guide to support you.

We hope you find this guide helpful.

What's in this guide?

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Words we use in this guide



We have some words we always use when we talk about the Disability Standards for Education (DSE).

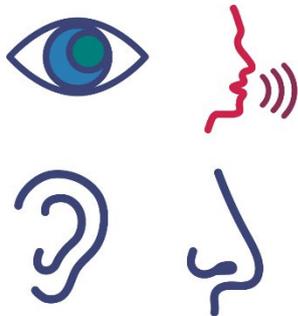
Knowing what these words mean can help you understand how the DSE work.



Disability

A disability can affect your:

- brain
- body
- **senses.**



You use your senses to understand the world around you.



When you have a disability, part of your body doesn't work:

- very well
- how it should.



A disability can affect:

- what you can do
- how much you can do on your own.

A disability can affect how you:



- communicate



- learn



- do things.

Education

When you get an education, teachers support you to learn:



- new skills
- knowledge.



Education provider

An education provider is somewhere you go to learn.

This could be a:



- pre-school or kindergarten



- primary school



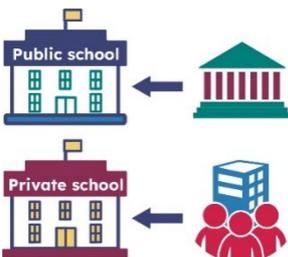
- high school



- university



- training organisation, such as TAFE.



An education provider might be public – it's run by the government.

Or it could be private – another organisation owns and runs it.



Reasonable adjustment

When something changes so you can join in, we call it an adjustment.

This is sometimes called an accommodation.



Adjustments can include:

- someone to support you
- doing things in new ways
- changing things.



When something is reasonable, it is:

- fair
- sensible.

Reasonable adjustments are things your education provider must:



- do
- change.



Rights

Your rights are rules for how you can expect other people to treat you.

This includes education providers.

Standards

Standards are what we use to measure how well something is done.

We look at:

- what is done
- what the standard is.



Standards help us make sure things work well.



Education providers must:

- reach the standard
- try to do better than the standard.



Students

Students are people who learn with an education provider.

This includes when they learn:



- in a classroom



- at home



- at work.



Students can be people:

- with disability
- without disability.

What are the Disability Standards for Education (DSE)?



The DSE are standards for the education of students with disability.

The DSE talk about 2 important things:



- the rights of students with disability



- what education providers must do.



We have included stories in this guide about how the DSE works in everyday life.

Asmaa's story

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Asmaa:

- is 19 years old
- studies fashion at TAFE.



Asmaa has **depression**.



Depression can be a serious mental health problem.

If you have depression, you feel very bad most of the time.



Asmaa misses a lot of classes because of her depression.



She:

- finds it hard to study
- is falling behind in her course.



She doesn't think her teachers will support her.



A friend told Asmaa about a support service for people with disability.

But Asmaa didn't know she could use this service.



Asmaa went to the support service anyway.

The support service helped her get more time to finish her schoolwork.

This is a type of reasonable adjustment.

Why do we need the DSE?



We need the DSE to make sure students with disability get an equal chance to learn.



We need the DSE to protect the rights of students with disability.



We also need the DSE to make sure students with disability can take part on the **same basis** as other students.

Taking part on the same basis means students with disability get:



- treated as equal to other students



- choices about taking part, just like other students



- chances, just like other students.



The DSE help education providers understand how to support students with disability.

Jai's story



Jai is in Year 7.

He learns best by doing things with his hands.



Jai needs support to learn about:

- words
- numbers.



Jai's class is learning about maths.



Jai's teacher took the class to a local park to measure trees.



Jai learned how if you measure around a tree trunk it will measure more than 3 times how wide it is.

Jai's teacher:

- knows he learns best by doing things with his hands
- tested what he learned in a way that was right for him.



Who are the DSE for?



The DSE are for students with disability.

This includes students who:



- we know have a disability



- might have a disability.



The DSE are also for **associates**.



Your associate is someone:



- you know
- you are connected to
- who supports you.



This might be:



- a member of your family



- a friend



- a carer or support worker



- someone you live with



- someone you work with.

The DSE are also for:



- education providers



- teachers



- anyone who works with students with disability in an education setting.



Education providers must follow the DSE.

Penny's story

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Penny is:

- 15 years old
- in high school.



Penny goes to a private school.



Penny needs someone to help her take notes in class.

But her school won't support her.



Penny had a meeting with her school.

Her uncle went to support her.



The school said private schools don't need to follow the same rules as public schools.



Penny knew this wasn't true and spoke to her uncle.

Penny's uncle told the school they must follow the DSE.

What are your rights?



Your rights are human rights.

This means you always have the same rights as other people.



You have the right to:

- join in
- be included.



It is ok to speak up for your rights.



You have the right to enjoy all the good things in life.



Students with disability have the right to be treated on the same basis as other students.

When you **enrol**, you:



- tell an education provider you want to become a student



- give the education provider information about you.



Students with disability have the same right to enrol:

- at a new education provider
- in a course or learning program.

Students with disability have the same right to take part in any:



- course
- learning program.



The course or learning program must be **accessible**.

When something is accessible to students with disability, they can:



- get to it
- take part in it.

This might be a:



- place
- activity
- object or piece of equipment.



Students with disability have the right to get support they need so they can learn.



There are laws that protect your rights.

Krithika's story



Krithika has a son.

He goes to kindergarten.



Krithika's son has **Attention Deficit Hyperactivity Disorder (ADHD)**.

ADHD affects how someone:

- sits still
- pays attention
- controls what they do.

Krithika's son also has **autism**.

Autism affects how you:



- think
- feel
- communicate
- connect and deal with others.



Other children go to kindergarten for 15 hours each week.



But Krithika's son only goes to kindergarten for 10 hours each week.

The kindergarten says they can only support him for 10 hours each week.



This doesn't seem fair to Krithika.

She wants her son to have the same chance to join in as other children.



Krithika shows her son's teacher the DSE.

She tells them about:



- her son's rights
- how he should be treated on the same basis as other students.



The kindergarten quickly lets Krithika's son go to kindergarten for 15 hours each week.

What must education providers do?

If you are a student with disability, your education provider must:



- meet with you
- talk to you
- make reasonable adjustments.



Your education provider can talk to your associate too.

You should talk about:



- how your disability affects you



- what supports you need



- any adjustments they can make.



After this the education provider must:

- think about what adjustments they can make
- make those adjustments.



Your education provider must make sure you are treated:

- well
- equal to other students.

Your education provider must make sure you are:



- safe



- included.



Your education provider must do their best to keep you safe from being bullied.



No one is allowed to make you feel:

- afraid
- like you're not important
- bad because of your disability.



You can ask for help if someone:

- makes you feel this way
- treats you badly.



The law says your teacher or education provider must try to help you.

Your education provider can support:



- your teachers and other staff how to work with students with disability



- other students about how to treat students with disability.



Your education provider must make sure your teachers don't expect you to do things your disability stops you from doing.

Ky-lee's story



Ky-lee is in Year 12.

She studies:

- languages
- theatre.

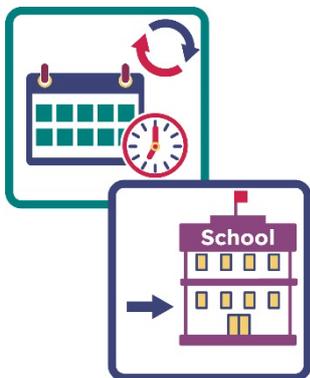


Ky-lee uses a wheelchair.

She can't go to classes that are upstairs.



Ky-lee and her parents talked to the school about things they could change.



The school:

- changes the timetable
- makes sure all of Ky-lee's classes are on the ground floor.

Reasonable adjustments



Reasonable adjustments are things your education provider must:

- do
- change.



Your education provider doesn't have to make adjustments that are:

- not reasonable
- too hard for them to make.



But they must prove why an adjustment is too hard for them to make.



Education providers must think about:

- your disability
- what you need
- what you have to say.



Education providers must think about how the adjustment will help you:

- take part
- learn.



But education providers must also think about how the adjustment would affect:

- them
- teachers
- other students.



And they might also think about how much the adjustments will cost.

Michael's story

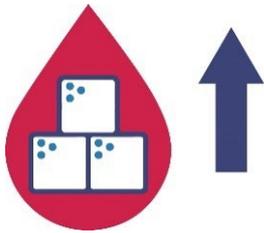


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Michael is 17 years old.

He is a VET student.

He studies aged care.



Michael has **diabetes**.

Diabetes is a disease that causes high sugar levels in your blood.

Michael is allowed to:



- eat snacks during class

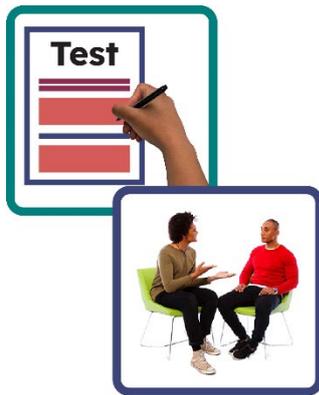


- take breaks to check how much sugar is in his blood.



Michael must do some **assessments**.

An assessment is a way to work out what you have learned.



His assessments include:

- a written test
- taking part in a role play.



Michael has some extra time so he can take breaks during his assessments to check the sugar levels in his blood.

Word list

This list explains what the **bold** words in this document mean.

Accessible



When something is accessible to students with disability, they can:

- get to it
- take part in it.



Assessment

An assessment is a way to work out what you have learned.



Attention Deficit Hyperactivity Disorder (ADHD)

ADHD affects how someone:

- sits still
- pays attention
- controls what they do.

Autism

Autism affects how you:

- think
- feel
- communicate
- connect and deal with others.





Depression

Depression can be a serious mental health problem.

If you have depression, you feel very bad most of the time.



Enrol

When you enrol, you:

- tell an education provider you want to become a student
- give the education provider information about you.



Same basis

Taking part on the same basis means students with disability get:

- treated as equal to other students
- choices about taking part, just like other students
- chances, just like other students.



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