

Using the Disability Standards for Education (DSE)

How to make an action plan

An Easy Read workbook



How to use this workbook



This workbook was written by:

- people with disability
- families and carers.

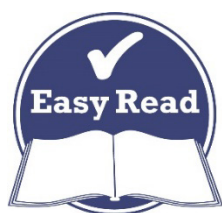
Children and Young People with Disability Australia (CYDA) helped them write this workbook.



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



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



We wrote this workbook 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 workbook on page 5.

There is a list of other words on page 61.



This Easy Read workbook 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 workbook
- complete this workbook.

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



We wrote this workbook to support you.

We hope you find this workbook helpful.

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Words we use in this workbook



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

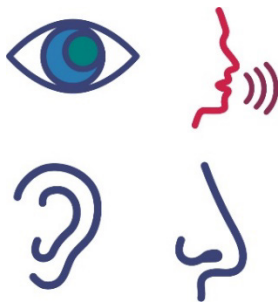
Knowing what these words mean can help you understand how the DSE work.



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:



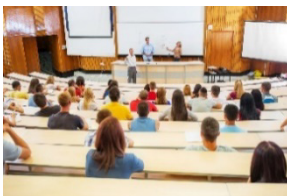
- pre-school or kindergarten



- primary school



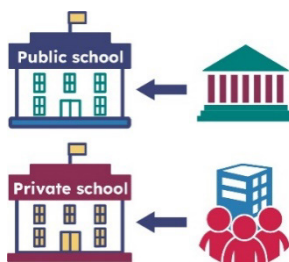
- high school



- 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.

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



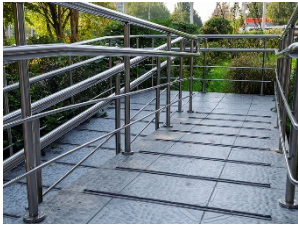
- at work.



Students can be people:

- with disability
- without disability.

What is this workbook about?



We want you to get the reasonable adjustments you need to take part in education.



This workbook explains how to get a reasonable adjustment from your education provider.

This workbook is for all:



- students



- parents and carers.

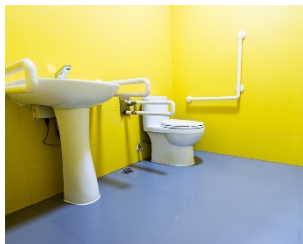
This workbook can help you:



- get ready for a meeting with your education provider



- talk about what reasonable adjustments they can make



- make reasonable adjustments happen.

How to use this workbook



This workbook is quite long.

It includes a lot of information.



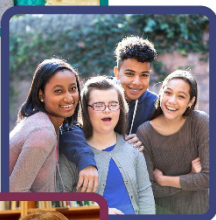
You can fill out this workbook on your own.



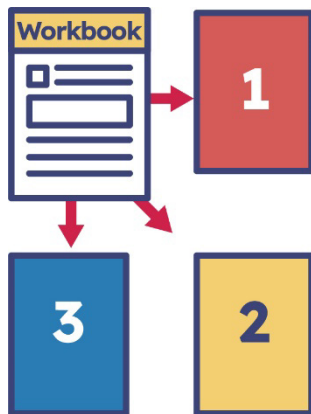
Or you can work with someone else to fill out this workbook.



You might ask:



- a family member
- a friend
- someone who supports your child.



We have split this workbook into different sections.



You don't have to work through all the sections at once.

You can work through them one at a time.



You can take as much time as you need to finish this workbook.

Making your action plan



There are 7 steps to making your action plan:



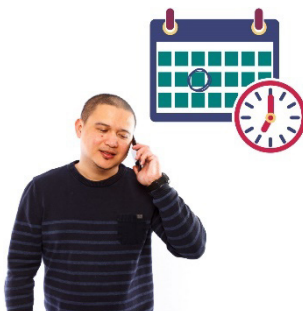
1. Find out how to get reasonable adjustments



2. Collect **evidence**



Evidence is proof that something is true.



3. Plan your meeting



4. Get ready for your meeting



5. Have your meeting



6. Next steps



7. Changing or keeping your reasonable adjustments



We explain each step to help you make your action plan.



This workbook also has:

- questions for you to answer
- activities for you to do.



You might not need to fill out all the sections.



It is a good idea to keep a record of everything:

- you do
- your education provider does.



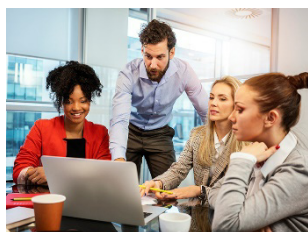
When you keep a record, it helps you know:

- what happened
- if the education provider has not done something they said they will do
- if something goes wrong.



You can ask for a copy of any written agreements between you and your education provider.

1. Find out how to get reasonable adjustments



Education providers might have different ways to make reasonable adjustments.



If you find out what steps your education provider follows, it will be easier to get a reasonable adjustment.



You must think about this when you **enrol** with a new education provider.

When you enrol, you:



- tell an education provider you want to become a student



- give the education provider information about you.



You will enrol your child when they:

- start primary school
- move from primary school to high school
- move from high school to other learning.



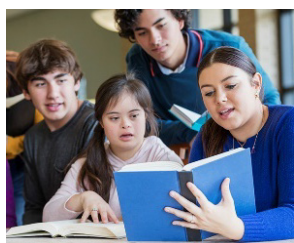
You might choose a certain education provider because they:

- agree to your reasonable adjustments quickly.
- are already **accessible**.



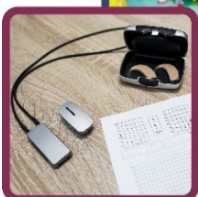
When something is accessible to students with disability, they can:

- get to it
- take part in it.



This might be a:

- place
- activity
- object or piece of equipment.





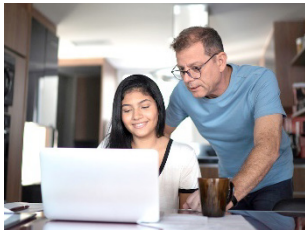
You can find out more about:

- education providers
- how they make reasonable adjustments.



You might visit websites where people talk about their:

- experiences
- ideas.



This will help you learn what other students think about an education provider.



You might go on the education provider's website to learn more about reasonable adjustments.



This will show you:

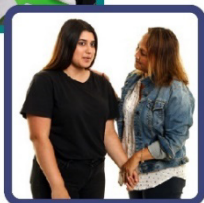
- if it is easy or hard to get reasonable adjustments
- how long it might take.





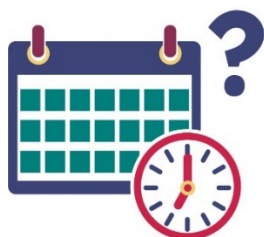
You can also:

- visit the education provider
- talk to someone in person.



You can use this information to help you choose where you want to enrol your child.

Questions for you to answer



How long will it take to do everything?

You should think about:



- what date you need a reasonable adjustment by



- if you have any events coming up.



Do you need a reasonable adjustment for an event with your education provider, such as:

- an exam?
- a school trip?



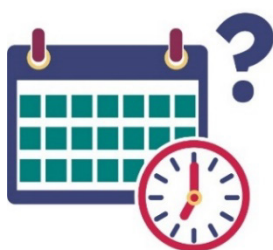
Or do you need another organisation to give you a reasonable adjustment for an event?

For example, the Victorian Curriculum and Assessments Authority gives adjustments for Year 12 students.



You should also think about when to have your meeting.

You might want to have your meeting before classes start for the year.

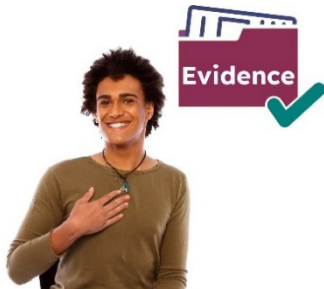


You should also think about how long it will take to get a reasonable adjustment.

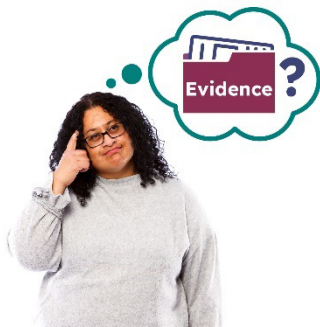




What **evidence** do you need?



Evidence is proof that something is true.



You should think about what evidence you already have.



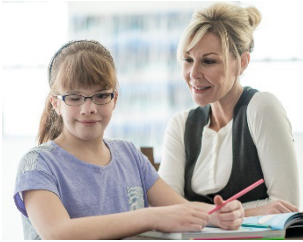
For example, your child might take part in the **National Disability Insurance Scheme (NDIS)**.



The NDIS is a way the Australian Government supports Australian people with disability.



If your child takes part in the NDIS, they will have an **NDIS plan**.



An NDIS plan is a document about the support your child gets from the NDIS.

You can use your child's NDIS plan as evidence.



You should also think about booking appointments to get other evidence you need.

For example, you might need to visit your child's doctor.

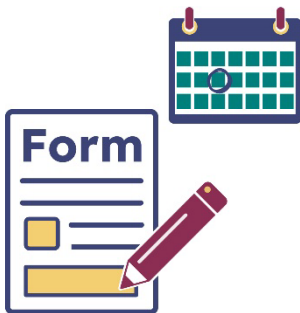




What forms do you need to fill out?



Do you need help to fill out the forms?



When are the forms due?





Who do you need to talk to?

For example:

- the principal?
- another school leader?
- your child's new teacher?



How can you find the information you need?

Is it on the education provider's website?



A large empty rectangular box with a dark blue border, intended for writing notes or answers.



What support does the education provider offer?



The education provider might have supports for students while they learn.



For example, they might have a service where someone writes down notes for your child.



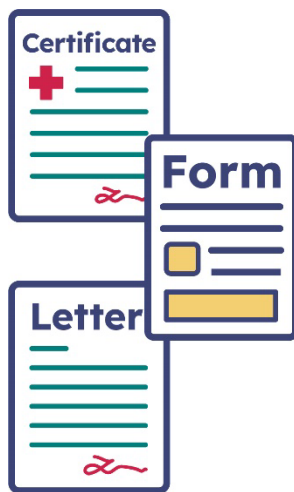
2. Collect evidence



Your education provider might ask you to show proof that you need a reasonable adjustment.



Most people need to collect evidence to make an action plan.



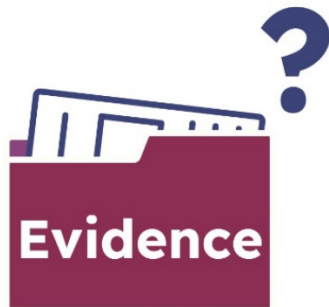
The evidence you give an education provider can be a:

- medical certificate
- form
- letter.



The evidence must be from a health care worker who knows you well.

For example, your child's doctor.



What type of evidence do you need?

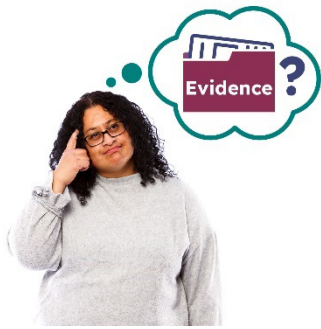


Your education provider might ask you for a:

- form
- letter.



A large empty rectangular box for writing the answer.



Where can you get this evidence?

You might get this evidence from your child's:



- doctor
- support worker.





When do you need to have this evidence by?



You might need the evidence:



- in 3 months
- before the school year starts.





Do you already have supports?

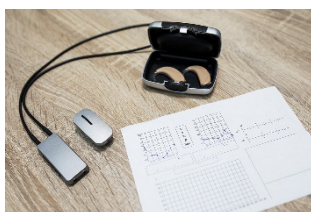
A support can be:



- an **occupational therapist** – someone who helps you find ways to do everyday tasks



- a support worker at your school



- a piece of technology you use

Think about:



- what supports your child has
- what supports your child needs
- how those supports help your child.

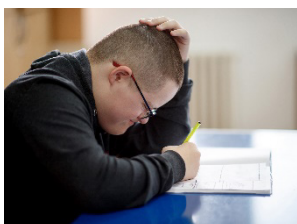


A large, empty rectangular box with a dark blue border, intended for writing or drawing.



A **barrier** is something that stops you from doing something you:

- need to do
- want to do.



What barriers does your child face when they learn?

Think about:



- the different barriers your child might face



- how each barrier affects your learning.



For example, your child might not be able to get to a classroom because:

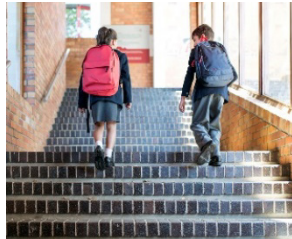
- it is on the second floor
- the only way up is by using stairs.



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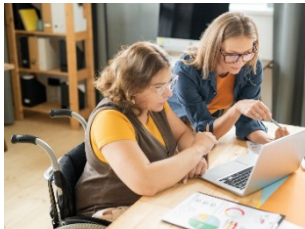


What reasonable adjustments does your child need?



For example, is there a barrier that stops your child getting into a:

- classroom?
- building?



Does your child need:

- the option to learn at home?
- a table without a chair?



You don't need to have all the answers.

But it's a good idea to bring some ideas with you.



A large empty rectangular box with a dark blue border, intended for taking notes.

3. Plan your meeting

3



You must meet with your education provider.

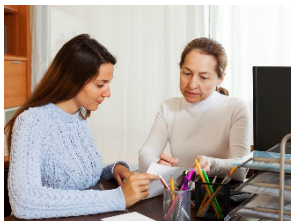


It's important to plan your meeting.



If your meeting is with your school:

- they might plan it
- a team of people might take part.



If your meeting is with a university or training organisation, such as TAFE, you need to plan it.

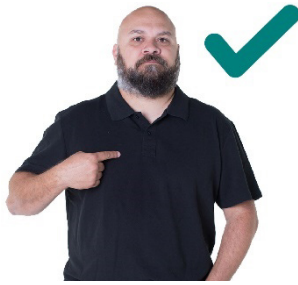
It might only be with 1 staff member.



There might be a lot of students who want meetings.

Make sure you book your meeting early so you don't miss out.

Questions for you to answer



For each question, please choose the answer that is true for you.



Do you need to send an email to the education provider and tell them who you are?

☐ Yes

☐ No



Do you need to plan your meeting?



This can include:

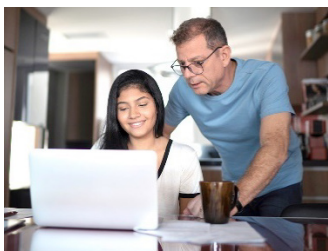
- a phone call
- an email
- talking to someone in-person.

☐ Yes – a phone call

☐ Yes – an email

☐ Yes – talking to someone in-person

☐ No



Do you need to book your meeting online?

For example, through your education provider's website.

☐ Yes

☐ No



Is the meeting:

- online?
- in-person?

☐ Online

☐ In-person

Your meeting

When is your meeting?

____ / ____ / ____

What time is your meeting?

Where will your meeting be?

4. Get ready for your meeting

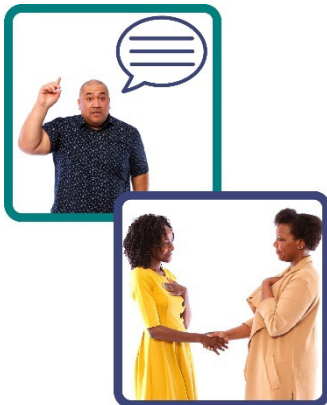


Get ready for your meeting.



Make a list of things you must:

- do
- bring with you, such as your evidence.



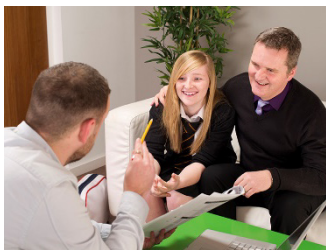
You can also make a list of what you want to:

- talk about
- get from the meeting.

Questions for you to answer



How does your child's disability affect their life?



It's important for you to feel safe when you share your child's story.



But you don't have to share your child's story if you don't want to.



A large empty rectangular box with a dark blue border, intended for writing an answer.



What do you want to say in your meeting?

Is there anything important?

A large, empty rectangular box with a dark blue border, intended for writing a response to the question above it.

What do you need to bring with you?

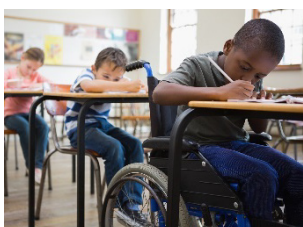
A large, empty rectangular box with a dark blue border, intended for writing a response to the question above it.



How do the barriers your child faces affect their learning?



A large empty rectangular box for writing answers to the question above.



What reasonable adjustments do you want?
And how will they help your child learn better?



A large empty rectangular box for writing answers to the question above.



What questions do you want to ask in your meeting?

A large, empty rectangular box with a dark blue border, intended for writing answers to the question above it.

What support do you need for your meeting?



Do you need someone to go to the meeting with you?



Do you want to record the meeting?



You might bring a device to record the meeting.

But you should ask if it's ok to record the meeting.



You can also ask a staff member or carer to take notes in the meeting.



Are your supports ready for the meeting?

☐ Yes

☐ No

5. Have your meeting

5



In your meeting, you can work with the education provider to make a plan.



It is a good idea to record what you talk about in your meeting.



If you want to write down your notes, you can use the space below.

A large, empty rectangular box with a dark blue border, intended for taking notes. In the top right corner of the box, there is a small icon of a notepad with a pencil, and a vertical line extends from the bottom of the notepad icon down the right side of the box.

At the end of your meeting, it's important to ask the education provider what the next steps are.

This will help you know what:



- you need to do



- your education provider needs to do.

Questions for you to answer



What do you need to do after this meeting?



What does your education provider need to do after this meeting?



A large, empty rectangular box with a dark blue border, intended for writing or drawing a response to the question above.

6. Next steps



Your education provider might send you a record of what you talked about in your meeting.



If they don't send you a record, you should send them an email of what you talked about.



You want to make sure there is a record of:

- what you talked about
- the next steps.



Use the record from the meeting to write the email.

You can ask for help to write this email.



In the meeting you and your education provider should have worked out what reasonable adjustments they will make.



You might need to wait for the education provider to agree to your plan.

When they agree to make your reasonable adjustments, you can:



- do the final tasks
- check how things are going.

Do the final tasks



After your meeting, you might need to meet with your child's teacher to talk about your reasonable adjustments.

You can use the table below to plan your final tasks.

Who do I need to talk to?	Why do I need to talk to them?	How can I contact them? For example, a phone number or email address	Did I talk to them?
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No

Check how things are going



It might take time to get your reasonable adjustments.



Sometimes an education provider must ask the government for extra money so they can buy new equipment.



When the education provider agrees to make your reasonable adjustments, you should keep track of them.

You might check 1 month after your meeting to see:



- what has been done



- if you need to talk to someone again.



You can talk to your child's teacher to check if they:

- have looked at your action plan
- know what your reasonable adjustments are
- know how to make your reasonable adjustments.



You can use the space below to write down any other tasks you need to do.



A large, empty rectangular box with a dark blue border, intended for writing down tasks.

7. Changing or keeping your reasonable adjustments

This section is about:



- changing your reasonable adjustments



- keeping your reasonable adjustments.



You might need to change your reasonable adjustments so they work better.



You might need to do this when something in your child's life changes.



If you need to change a reasonable adjustment, you should follow the same steps you took to first get them.

Activity



Use the table below to write down notes about how your reasonable adjustments are going.

What works well?	What needs to be better?	What needs to change?



You might:

- be happy with your reasonable adjustments
- want to keep your plan.

There are 3 ways to keep your plan.

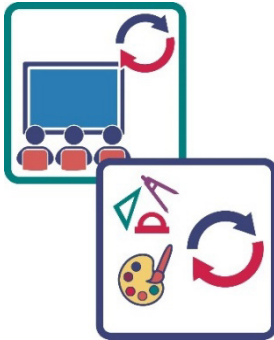


1. Your education provider might agree to keep your plan for the next year.



2. Your education provider might ask you to have regular meetings with them

For example, every 3 months.



3. Your education provider might ask you to talk to them when your child changes:

- their class
- subjects.

Questions for you



What does your education provider want to do?

- ☐ Keep your plan for the next year.
- ☐ Meet again later.
- ☐ Talk to them when your child changes:
 - their class
 - subjects.



You can also write down when you need to check how your plan is going.

When do you need to check if you can continue your plan?

___ / ___ / ___



What will you do to make sure you can keep your plan?

Tools to help you



We have 2 tools to help you.

We have a table you can use to keep a record of your:



- meetings



- emails



- phone calls.



The other tool is a space for you to take notes.

Keeping a record of your meetings, emails and phone calls

Time	Date	Person's name	How did you talk to them?	What did you talk about?
	__ / __ / ____		<input type="checkbox"/> meeting <input type="checkbox"/> email <input type="checkbox"/> phone call	
	__ / __ / ____		<input type="checkbox"/> meeting <input type="checkbox"/> email <input type="checkbox"/> phone call	
	__ / __ / ____		<input type="checkbox"/> meeting <input type="checkbox"/> email <input type="checkbox"/> phone call	
	__ / __ / ____		<input type="checkbox"/> meeting <input type="checkbox"/> email <input type="checkbox"/> phone call	
	__ / __ / ____		<input type="checkbox"/> meeting <input type="checkbox"/> email <input type="checkbox"/> phone call	
	__ / __ / ____		<input type="checkbox"/> meeting <input type="checkbox"/> email <input type="checkbox"/> phone call	

Taking notes



Use the space below to take notes.



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.



Barrier

A barrier is something that stops you from doing something you:

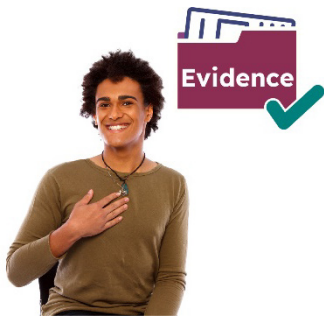
- need to do
- want to do.



Enrol

When you enrol, you:

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



Evidence

Evidence is proof that something is true.



National Disability Insurance Scheme (NDIS)

The NDIS is a way the Australian Government supports Australian people with disability.



NDIS plan

An NDIS plan is a document about the support your child gets from the NDIS.



Occupational therapist

Someone who helps you find ways to do everyday tasks.



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