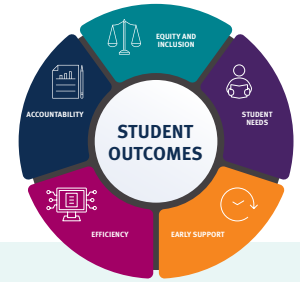


Students with disability – Reasonable adjustments resourcing

Information for students and families



The Department of Education is transitioning all Queensland state schools to the [Students with disability – Reasonable adjustment resourcing \(RAR\)](#).

RAR will provide resources to schools to enable them to make reasonable adjustments for students with disability to support them to access and participate in education on the same basis as their peers.

Equity and Excellence

The Department of Education’s [Equity and Excellence strategy](#) commits to providing a progressive, high performing education system that realises the potential of every student.

State schools support students with disability to realise their potential by making the right reasonable adjustments, at the right time.

About RAR

What resources are currently provided to schools?

Schools receive a range of resources which can be used to meet the needs of their school community and the diverse needs of students. This includes:

- a core allocation of teachers and teacher aides for every student enrolment
- Investing for Success which includes funding for every student and additional funding for students with disability
- Whole School Support – Student Learning Resources which includes guidance officers, learning support and behaviour support teachers for all students.



Schools are also able to access a wide range of specialists from regional offices including therapists, nurses, Principal Advisors Autism, Principal Advisors Mental Health, Reading and Writing Coaches, wellbeing professionals, Principal Advisors Inclusion, Auslan Coaches and Advisory Visiting Teachers. Additional teacher aides are also provided for specialised health procedures.

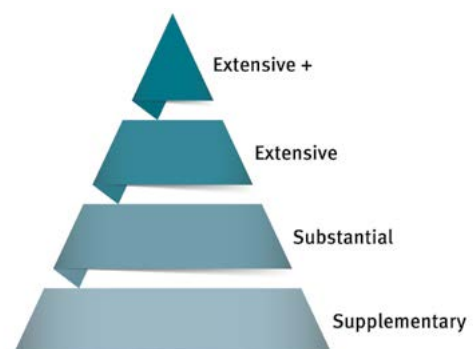
How are resources allocated to schools under RAR?

In addition to the core allocation, extra teachers and teacher aides are provided to schools where adjustments are needed for students with disability.

Additional teachers and teacher aides are allocated to schools as a pool, and not allocated for individual students.

Under RAR, teachers and teacher aides are allocated based on full-time equivalent enrolments for:

- students who are recorded in the [Nationally Consistent Collection of Data on School Students with Disability \(NCCD\)](#) as having received adjustments in the highest three levels of adjustment
- Prep and other new students to the Queensland state education system, where schools anticipate needing to make adjustments in the NCCD’s highest three levels of adjustments
- students receiving the most intensive adjustments in the department’s Extensive plus category.



What is different about RAR?

Students with disability – Reasonable adjustments resourcing:

- provides resources based on the reasonable adjustments being made by schools, reported through the NCCD for all disabilities
- provides the right level of resources for Prep and other new students earlier
- resources schools in the same way, based on student needs
- does not require parents/carers to obtain additional medical or specialist reports (parents/carers are encouraged to provide any reports they already have to help schools make the right adjustments for their child).

What is the NCCD?

The NCCD is a national data collection reported by schools annually. It records students who have received a reasonable adjustment to address the functional impact of a disability. All schools nationally are legally required to report the NCCD. More information about the NCCD can be found on the NCCD website at www.nccd.edu.au.

Which levels of adjustments will attract resourcing to schools?

The NCCD adjustment levels reflect the frequency and intensity of adjustments provided. Additional teachers and teacher aides will be allocated to schools based on full-time equivalent enrolments recorded in the top three NCCD adjustment levels:

- **Supplementary** – Students receive adjustments in addition to the strategies and resources already available for all students within the school for particular activities at specific times throughout the week.
- **Substantial** – Students have substantial support needs, receive essential adjustments and require considerable adult assistance to the usual educational program at most times, on most days.
- **Extensive** – Students have very high support needs and are provided with extensive targeted measures and sustained levels of intensive support at all times.

A small number of students require very intensive adjustments. Schools will be resourced at the highest level to support students who require adjustments at the department's **Extensive plus** level.

Schools can also seek additional support and resources from the department's regional office.

Will schools make adjustments for students who are not recorded in the top three NCCD adjustment levels?

Not every adjustment requires additional resourcing. Some are provided as part of good teaching practice. Students who require lower-level adjustments will continue to be supported through usual school processes, without needing additional resources.

What disabilities are included in RAR?

The previous model, based on the Education Adjustment Program (EAP), targeted resources to six disabilities: autism, intellectual disability, vision impairment, hearing impairment, physical impairment, and speech language impairment.

RAR targets resources to all disabilities including dyslexia, attention deficit hyperactivity disorder (ADHD), mental health conditions and fetal alcohol spectrum disorder, as well as autism, intellectual disability, and vision, hearing and physical impairments.

Resources are provided to schools based on the level of reasonable adjustments made for students, regardless of their type of disability.

Will students need to have a medically diagnosed disability?

Some parents/carers can find it difficult to obtain a medical report. Previously parents/carers were required to provide a medical or specialist report confirming their child's diagnosis.

Under RAR, schools will be able to impute a disability if they believe a student has a disability and have consulted the student and/or parents/carers.

Students and parents/carers are encouraged to provide a copy of any medical or specialist reports to help make the right adjustments at school. Parents/carers can also provide written consent for the school to obtain any reports from any medical or specialist service or support service.

Schools will only need a medical or specialist report if a student starting Prep is to be provided with additional resources, or for Extensive plus resourcing.

What does it mean when a school imputes a disability?

A school can impute a disability if they have reasonable grounds, supported by evidence, to make such a judgement. The school will collect evidence demonstrating that the student's need for adjustment(s) has been identified and arises from characteristics of disability.

Schools cannot diagnose a disability such as autism, intellectual disability, mental health conditions or ADHD. Instead, schools are identifying whether the adjustments they are making address the functional impact of one of the NCCD's four broad disability categories: physical, cognitive, sensory or social/emotional. More information about imputing a disability is available at www.nccd.edu.au.

Will students and parents/carers be consulted about resourcing?

Students and parents/carers must be consulted about reasonable adjustments before they are made. The focus of discussions with students and parents/carers will be on adjustments and supports needed to enable students to attend school and achieve. As the NCCD is required by law, parent/carer consent is not required for a school to record a student in the data collection.

Will special schools and primary/secondary schools be resourced differently?

All schools will be resourced in the same way, based on the reasonable adjustments being made.

Will the support that students are currently receiving decrease?

Supports for students will not decrease as a result of RAR.

All resources are provided to schools as a pool with principals deciding how to use those resources to meet the needs of students at their school. Resources are not provided to individual students.

Schools will continue to make reasonable adjustments for students with disability, and continue to report the adjustments being made in the NCCD.

Schools will also continue to be able to access other resources such as additional teacher aides for specialised health procedures and departmental specialist services.

What happens if a student changes schools?

Resources are allocated to the school not individual students. If a student is transferring from one Queensland state school to another, their new school will be able to access information about the adjustments that had been made at the previous school.

If a student transfers from or to a non-government or interstate school, the student's new school may ask for parent/carer consent to access information about what adjustments were made at the previous school, to assess the student's needs.

Anticipated adjustments for Prep and other new students to the state education system

Will schools be resourced to make adjustments for Prep students?

Schools will be resourced for the adjustments they anticipate they'll need to make for Prep students, if they have evidence:

- the student has been diagnosed with a disability; and
- of the type of adjustments that might need to be made.

A medical or specialist report is needed because schools cannot impute a disability until a student has been at school for a period of time and an accurate assessment can be made.

Parents/carers are encouraged to provide their child's Kindergarten transition statements to the school, or consent for the school to obtain information from their child's early childhood education provider, including their Early Childhood Development Program. This will help the school understand the adjustments that are needed for the student.

Will schools be resourced for students transferring from a non-government school or from interstate?

Schools will be resourced for the adjustments they anticipate they'll need to make for students transferring from a non-government school or from interstate or overseas. The school needs to have evidence:

- that the student has been diagnosed with a disability
- of the type of adjustments that might need to be made.

The student's diagnosis must be provided by an appropriately qualified medical practitioner or specialist and clearly state a diagnosis.

This includes paediatricians, psychiatrist, neurologist, psychologists (external to departmental), speech-language pathologist (speech-language communication disorders), audiologist, otolaryngologist, ophthalmologist, orthopaedic surgeon, geneticist, rheumatologist, General Practitioner (physical/medical condition).

A medical or specialist report is needed because schools cannot impute a disability until a student has been at school for a period of time and an accurate assessment can be made. Parents/carers are also encouraged to provide records from the student's previous school, or consent to the school obtaining these records, to help inform the adjustments needed.

Extensive plus resourcing

What is Extensive plus resourcing?

Schools will be provided with the highest level of additional teachers and teacher aides for a small number of students with permanent disability who require the most intensive supports at all times across multiple areas of their schooling.

Resources will be provided in the Extensive plus category if a school has documented evidence that the student:

1. has a diagnosed permanent disability; and
2. requires highly individualised, comprehensive and ongoing reasonable adjustments at all times for Teaching and Learning
3. requires highly individualised, comprehensive and ongoing reasonable adjustments at all times in three of the following four Access and Participation domains:
 - Communication
 - Health and personal safety/care
 - Social participation
 - Access to learning activities, specialist staff, equipment or facilities.

Schools will continue to have access to other resources, such as specialised teacher aide supports for students requiring specialised health procedures, and Auslan interpreting for Auslan users.

Why is Extensive plus resourcing only available for students with diagnosed permanent disability?

The type of adjustments required for Extensive plus are very intensive and will require specialist advice to ensure the adjustments made are effective.

The department acknowledges that for some students this level of adjustment may not be needed permanently and that with the right support within the school and in the community, the student's needs may change. Extensive plus resourcing may be provided permanently where a



student's needs are likely to be permanent, or temporarily where a student's needs may reduce with the right support.

For students who do not have a permanent disability, schools are able to seek access additional support or specialist advice from their regional office to help identify, develop and implement reasonable adjustments.

Transitioning to RAR

How long will the transition to the new model take?

The transition to the new model will occur over two years in 2023 and 2024.

During this time no school will experience a reduction in resourcing.

Schools will be provided with a gradual increase in resources if they report making adjustments for more students, or more intensive adjustments. In 2023, these schools will receive 25% of their increased resourcing, and 50% in 2024. This will enable schools to plan for additional staff if needed.

New schools opening in 2023 and 2024 will be resourced based on RAR.

All other schools will be resourced fully under RAR from 2025, based on the reasonable adjustments they report making for students with disability.

What support will schools receive to transition to RAR?

Schools have been reporting the NCCD since 2015 and have been provided with training since that time. NCCD training will continue. The department will monitor any changes in resourcing to schools during the transition, and will provide opportunities for schools to participate in quality assurance processes.

More information

Visit www.education.qld.gov.au and search 'Reasonable adjustments resourcing'.



Need help in your language?

Call 1800 512 451 and ask for an interpreter.