

# **A FRAMEWORK FOR IDENTIFYING DEVELOPING ACCOMODATIONS AND ADJUSTMENTS FOR STUDENTS WITH DISABILITIES IN ESF SCHOOLS**

## **1. Introduction**

### **1.1. Purpose**

The purpose of the framework is to:

- 1.1.1. Provide a framework for identifying and documenting the need for adjustments or accommodations for students with disabilities who attend or have applied to attend ESF schools and kindergartens.
- 1.1.2. Provide a framework for identifying and documenting the appropriate reasonable accommodations and adjustments which can be put in place to cater for these needs.
- 1.1.3. Ensure compliance by ESF with its obligations under the DDO and the Code of Practice for Education

### **1.2. Conceptual basis**

#### **1.2.1. Disability**

This framework adopts the definition of disability outlined in the Disability Discrimination Ordinance.

#### **1.2.2. Accommodations and adjustments**

The Disability Discrimination Ordinance requires educational institutions to make appropriate accommodations and adjustments to cater for the needs of students with disabilities. Accommodations and adjustments are modifications that need to be made for a student or within an environment to minimize the discriminatory effect of a person's physical, emotional, or learning disability. Such accommodations must be reasonable and should not impose unjustifiable hardship on the educational institution.

## **2. The Framework**

### **2.1. Matrix format**

The framework is a matrix defined on one dimension by various dimensions of school life and on the other dimension by the level of

adjustment required. It is based closely on similar work in Western Australia and Birmingham. These two dimensions are detailed below

## 2.2. Dimensions of schooling

The framework considers 7 different dimensions which impact upon how a student is able to access and achieve in the school environment. These are:

- Curriculum differentiation
- Facilitating Communication
- Understanding language
- Using language
- Social competency
- Self regulation
- Health care

## 2.3. Levels of adjustment

The framework considers 6 general levels of adjustment. These levels move from the most comprehensive adjustments at level 6 through to the least comprehensive adjustments at level 1. Detailed descriptions of these are provided in Appendix 1.

		Levels of adjustment					
		1	2	3	4	5	6
Dimensions of Schooling	Curriculum differentiation						
	Facilitating communication						
	Understanding language						
	Using language						
	Social competency						
	Self regulation						
	Health Care						

## 2.4. Process

The framework is designed to be used by school personnel (at this stage members of the Admissions and Review Panel). The judgements primarily require a general knowledge of teaching and learning and in some circumstances knowledge of specialist settings and methods. The following data sources should be used in completing the framework:

- 2.4.1. Information from professionals such as psychologists, speech therapists, occupational therapists etc.
- 2.4.2. Information from parents
- 2.4.3. School records/reports
- 2.4.4. Information from current teachers
- 2.4.5. classroom observations

## **2.5. Moderation**

To ensure consistency of judgements across ESF the framework process should be peer moderated. Currently two members of the ARP complete the process together. As the framework is more widely used other forms of peer moderation need to be adopted.

## **2.6. The Individual Profile and its use**

The completed framework for each individual provides an individualised profile of their needs and the adjustments and accommodations required to meet these needs.

The completed profile can then be used in a number of ways.

- 2.6.1. To make appropriate enrolment/placement/resourcing decisions i.e. whether in the ESF system;
  - these adjustments and accommodations can be provided at all;
  - if they can be provided then where – special school, learning support class or mainstream;
  - the resourcing implications of providing these.
- 2.6.2. In general terms where most adjustments required within the matrix fall into the same levels these accommodations are provided by ESF in the following settings:  
  
Levels 1&2 mainstream school placement with some support  
Levels 3&4 learning support class placement  
Levels 5&6 Jockey Club Sarah Roe School
- 2.6.3. For other students with more idiosyncratic profiles the framework provides a means to discuss if and how the particular accommodations required may be provided.
- 2.6.4. The profile should be used to guide the development of an individualised education plan where appropriate.