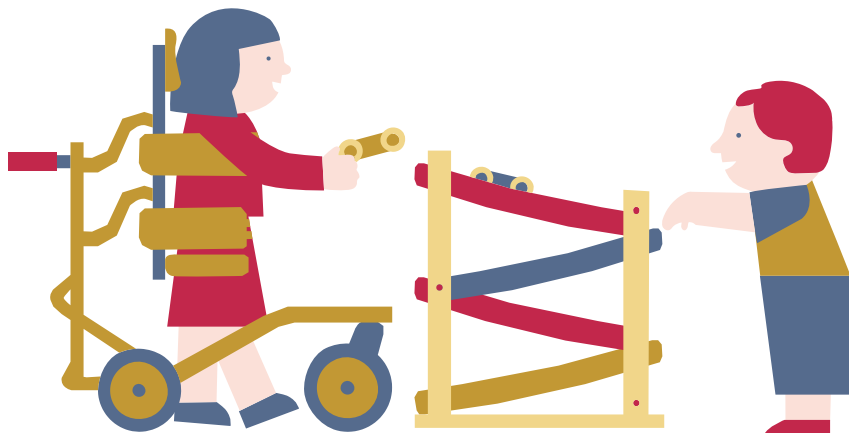


Reasonable Adjustments Toolkit

Supporting Inclusion
for All Learners

Contents

- What are reasonable adjustments?
- Key Points
- Guiding Questions
- Tips
- Types of Adjustments
- Record Sheet



What Are Reasonable Adjustments?

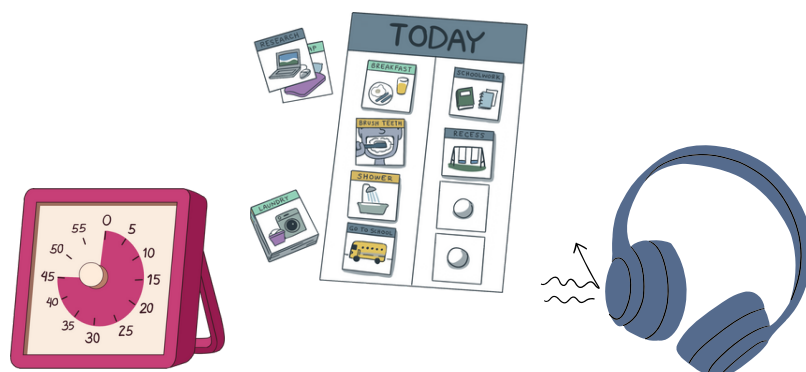
Reasonable adjustments are practical changes or supports, made in consultation with the student and/or their family, that remove barriers and enable students with disability or diverse learning needs to access, participate in, and engage with learning on the same basis as their peers.



Reasonable Adjustments

Key Points

- Support students with disability to access and participate in education on the same basis as their peers.
- Are required under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.
- Must be individualised - based on the student's needs, strengths, and learning goals.
- Must involve consultation with the student and their family or carers.
- Are not about lowering expectations; they are about removing barriers to learning and participation.
- Should be reasonable - balancing the student's needs with the school's capacity.
- Can address physical, academic, social, emotional, sensory, or communication needs.
- Must be documented and recorded as part of the NCCD data collection process.
- Are reviewed regularly to ensure they remain appropriate and effective.



Guiding Questions For Planning Reasonable Adjustments

- Barriers – What barriers might this student face in learning, communication, participation, or wellbeing?
- Strengths and needs – What are the student's strengths, preferences, and specific support needs?
- Expectations – What adjustments can we make that remove barriers without reducing expectations or lowering learning goals?
- Consultation – How can we involve the student and/or their family or carers in planning and reviewing supports?

Tips for Making Reasonable Adjustments

- Respond early – Don't wait for a formal diagnosis; act on the student's observable needs.
- Start with inclusion for all – Apply Universal Design for Learning (UDL) principles first, then personalise where needed.
- Keep expectations high – Adjustments should remove barriers while maintaining challenging, meaningful learning goals.
- Co-design supports – Involve students in shaping their own adjustments wherever possible.
- Document and review – Record adjustments as part of the NCCD process and review them regularly for effectiveness.

Types of Adjustments

Curriculum

- Modified tasks or content
- Alternative formats (e.g., visuals, audio)

Assessment

- Oral over written responses
- Extra time
- Adjusted rubrics

Environmental

- Sensory tools
- Flexible seating
- Quiet zones

Communication

- Visual schedules
- AAC tools
- Clear, simple instructions

Social & Emotional

- Mentoring
- Predictable routines
- Regulated break times

Behavioural

- Positive behaviour support plans
- Co-regulation

Types of Reasonable Adjustments Record Sheet

Student Name:

Year Level/Class:

Staff name:

Date:

Adjustment Area (Tick):

☐ Curriculum ☐ Assessment ☐ Environment ☐ Behaviour ☐ Communication ☐ Other

Adjustment Description: (What has been put in place?)

Rationale: (Why is it necessary? Based on what observation/data?)

People Involved (Tick):

☐ Teacher ☐ Student ☐ Learning Support ☐ Family ☐ Allied Health ☐ Leadership

Start Date:

Review Date: