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| **Student Reasonable Adjustments Profile**  This resource is designed to identify and communicate reasonable adjustments to support students with disability. The reasonable adjustments profile is organised into categories with tick boxes enabling specific input of information. The profile can be used to capture ongoing updates as the student with disability progresses through their schooling. The sample table on page 5 may be used to capture observations, strategies or experiences from a range of teachers to inform future reasonable adjustments planning. | | | |
| **DATE: STUDENT:** **DOB:** | | | |
| **Teaching:**  Differentiated and explicit  Focused  Intensive    **Plans:**  Individual Curriculum Plan (ICP)  Support Plan  Reasonable Adjustment Plan  Medical Plan  Medication  Behaviour Plan  Social/Emotional Plan  Out-of-home Care Plan  Risk Assessments completed  Flexible Arrangement/ Negotiated attendance  Before & after school plan  Other Plans: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Verified:**  Autism Spectrum Disorder (ASD)  Speech Language Disorder (SLD)  Physically Impaired (PI)  Hearing Impaired (HI)  Visually impaired (VI)  Intellectually Impaired (II) | **Curriculum**  Consult with school support staff  Consult with support staff  Exemption subject: \_\_\_\_\_\_\_\_  **Additional Curriculum:**  Specific teaching of hygiene  Assistance for self-care  Swimming  Music  HPE  Transport training  Self-advocacy/communication skill training  Other: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Other conditions:**  ADHD  Dyslexia  Diabetes  Anaphylaxis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Classroom Environment:**  Arrange classroom for:  safety  visibility  accessibility  movement  Personalised learning spaces with:  visual schedules  labels  reminders  Proximity to friends  Assign student to low distraction area  Seat near positive peer models  Use rows instead of table groups  Flexible/alternative teaching/learning spaces    **Specialist Equipment:**  Assistive technology  List:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specialist furniture  List:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specialist materials  List:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Personnel:**  **EQ** Personnel:  Teacher aide  Inclusion coach  Guidance Officer GO  Speech Language Pathologist SLP  Occupational Therapist OT  Physiotherapist PT  Advisory Visiting Teacher AVT  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Complex Case Management  **External agencies involved**  Child Health Services  Private specialist:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  National Disability Insurance Scheme NDIS  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Highly Specialised & Disability Specific Strategies & Issues:**  Monitor posture, muscle tone  Enhanced listening environment: RedCat, FrontRow Access/System  Specialist VI equipment  Assistive resources: pencil grip, slope board  Use Assistive Technology specialised software/apps  List: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Adjusted handwriting requirements  Allowed breaks  Extra time for tasks  Fatigue allowance  Sensory/stress down time  Visual aides  Verbal/gestural prompts/cues  Video  Audio  Digital- typing  Enlarged print  Information given in preferred mode: oral, pictorial, etc  Advance notice of transitions & participation requirements  Alternative/ Augmentative Communication System (AAC)  **Sensory:** noise, temperature, lighting, smells, proprioceptive feedback, organisation of resources and distractors (windows, displays of student work, doorways, resources, furniture, other students, textures, visitors)  List: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Organisation:**  Daily Schedule  Visual routine  Class routine & visual routine  Setup/monitor organisational systems  Reduce distractions: visual/ auditory/physical/movement  Graphic organisers  Use mind mapping  Adjusted layout of task  Schedule timing of tasks:  Give time to organise materials during lesson  AM check in  Lunch time check in  PM check in  Develop parent/school contract  Training in time management  Modification to materials storage  List: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Adjustments made to homework: amount, time, type | **Behaviour Management:**  Use of time-out  Use of down time  Use of sensory calming- noise  Data collection: incidents, anecdotes  Labelled praise  Give clear behavioural objectives  Reinforcement strategies & rewarding tasks: \_\_\_\_\_\_\_\_\_\_\_\_  Teach student to monitor own behaviour  Implement behaviour contract/reward  Conflict resolution strategies  Playground adjustments:  List: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Recording Information:**  Adjust mode – oral/written/video/ICT  Utilise assistive technology  Added visual aids/prompts  Additional scaffolding  Adjusted language  Adjusted layout of task  Adjusted length of task  Adult scribe/ reader  Audio / video recording  Allowed breaks  Extra time  Adult scribe/note taker/reader  Reduce note taking: provide copies of notes  Photograph/photocopy of notes  Arrange duplicate sets of materials to use in other settings  Scaffolding of student note taking  Training in note taking  Use teacher aide to scribe notes |

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| **Presentation of Information:**  Notes provided for out of class reference  Adjusted language: instructions, text, oral  Adjustment to layout/presentation  Additional wait time to process language  Pre-teach vocabulary/concepts  Short, clear instructions  Check for understanding  Additional scaffolding: aid comprehension  Highlight key words with marker  Handouts enlarged  Reduced note taking  Photograph notes from board  Audio tape lessons  Video tape lessons  Arrange note taker  Give copy of lesson notes | **Learning Experiences:**  Utilise student’s interests  Slow paces of instruction  Adjusted length of task  Adjust individually  Variety of resources  Peer buddy tutoring  Cross-age tutoring  Student buddy  Targeted support  Independent learning  Small group  1-1  Alternative learning environment-  Small group for catch-up learning  Flexible groupings  Intellectual peer groups  Provide visual cues  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Break instruction/materials into:  Smaller steps  Tiered tasks  Choice in order of tasks  Graphic organisers, incl task checklist  Provide step by step instruction/  materials/worksheets/tasks  Individualise task to match skills level, interest  Explicit scaffolding for targeted learning activities  Frequent cue to task, redirect to task  Use concrete materials  Break instructions/information into small steps  Slow pace of instruction  Monitor comprehension & processing  Targeted support  1:1 conferencing  Self-reflection  Increased opportunities to practise new skills  Goal setting & Monitoring | Adjust layout of resources  Opportunities for revision and draft  Call on student often  Cue the student to listen.  Provide additional modelling and concrete examples  Check for understanding of oral instructions  Multiple opportunities to demonstrate knowledge gained  Use ICT to engage and vary instruction  Give personal cues to begin work  Monitor student is on-task  Give reminders for student to stay on-task  Use clear communication – simple one step sentences  Orient student to topic before commencing instruction  Teach the vocabulary of instructions (e.g., draw, underline, etc)  Plan and rehearse presentations  Conduct one-to-one conferences  Teach language skills (grammar, vocabulary, social language) related to current genre/work  Divide page into clearly marked sections  Remove distractions from paper | **Teaching Strategies:**  Use support groups/cooperative learning  Use learning centres  Stand near student when giving instruction  Adjust workload  **List: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Use visual aids with oral presentation  Teacher gives students outlines or study guides  Ensure regular lesson revisit/reviews  Highlight instructions  Give clear behavioural objectives  Ask student to repeat instruction to check for clarification or understanding  Use high-impact game-like materials  Provide extra time for comprehension |

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| **Assessment:**  Use short, frequent quizzes  Permit breaks during tests.  Offer untimed tests  Use large type/font and dark ink  Keep page format simple  Use visual prompts  Reduce number of test items  Practice taking similar test questions  Arrange for oral testing  Have support staff administer test  Permit student to type or use word processing  Use of regular assistive technology  Adjust grading criteria based on individual needs  Use technology to record student work  Collect annotated work samples  Use calendar to plan long-term assignments  Use of assignment notebook or work checklist  Explicit clarification of all criteria to student  Provide hardcopy of grading criteria  Assignment schedule  **NAPLAN** – withdrawal/adjustments  **Exam**  Adjust language  Adjust layout  Adjust criteria (modify)  Provide reader  Provide scribe  Add visual cues and prompts  Additional time  Alternate venue/time-quiet | | **Assignments**  Adjust language  Explicit clarification of criteria  Adjust layout  Adjust layout  Adjust length of task/shortened responses  Provide alternative assessment  Provide extra scaffolding  Provide 1-1 support  Allow class time to complete  Use ICT templates to prompt & scaffold  **Practicals**  Provide peer tutor/partner  Teacher aide assistance  Able to work in smaller group  Able to work individually  Provide step by step directions  Model expectations  Provide visual cues  Video practical  Adjust length of written report  Alternative formats visual/verbal presentation making models, role playing | | | **Social & Emotional Learning & Teaching:**  Social skills program used-  Explicit teaching of social skills  Model /prompt/practise problem solving in social context  Provide social understanding  Relaxation program  Supported social engagement / play  Incidental social upskilling  **Focus:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | **Snapshot Data (Examples provided)**  **Likes/interests (motivators):**  *Science*  *Maths*  *Teachers’ helper*  **Dislikes (stress triggers):**  *Not understanding task*  *Writing*  **Strengths (learning style, skills):**  *Maths*  *Hands on*  **Habits (routines, calming strategies):**  *Left to calm down the talk about concerns* | | |
| **YEAR LEVEL & YEAR** | **Prep [Insert year]** | | **Year 1 [Insert year]** | **Year 2 [Insert year]** | | **Year 3 [Insert year]** | **Year 4 [Insert year]** | | **Year 5 [Insert year]** | **Year 6 [Insert year]** |
| **TEACHERS** |  | |  |  | |  |  | |  |  |
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**LINKS:**

**Inclusion link:** <https://www.aitsl.edu.au/research/spotlight/inclusive-education-teaching-students-with-disability>