



**AUSTRALIAN ASSOCIATION OF SPECIAL EDUCATION Inc**

**REPORT PRO-FORMA for AASE NATIONAL REPRESENTATIVES**

**Meetings, briefings or reference groups**

<b>Representative's name:</b> Todd Macbeth	<b>Title of event:</b> Disability Standards Review – Round table Discussion	<b>Venue and date:</b> 414 Latrobe Street, Melbourne 4 March 2011
<p><b>Report of proceedings, noting salient points:</b></p> <p>The meeting was chaired by a DEEWR representative and representatives from various organisations and peaks attended including, but not limited to:</p> <ul style="list-style-type: none"> <li>-AASE</li> <li>-The Catholic Schools Sector</li> <li>-TAFE Sector</li> <li>-University Sector</li> <li>-Jewish Schools Sector</li> <li>-ASEPA</li> <li>-The Victorian Department of Education and Early Childhood Development (DEECD)</li> <li>-The Principals Association of Specialist Schools Victoria</li> </ul> <p>The discussion was focused around the topic of whether the terms used in the Standards are clear to users and providers.</p> <p><i>The salient points included:</i></p> <p>All representatives discussed the fact that each State has a different definition for disability and requirement for funding which made the use of the standards complex and inconsistent. It was emphasised that the standards did not support students who had disabilities which were not funded under a State's specific category. The example of this used in Victoria was a student with a full scale IQ of 71 who does not meet any of the required categories. Although the definition used under the Act includes learning disabilities, this category is frequently not supported by the standards as no funding is provided.</p> <p>The DEECD representative argued that there was a lack of support by the Commonwealth Government through funding the implementation of the standards.</p> <p>The AASE representative discussed two major concerns with the phrase "reasonable adjustments to ensure students with disabilities are able to participate in education and training" used under the right to participation. Firstly, the term 'participate' does not have a strong enough definition to ensure appropriate and needs based access to programs and services for students with disabilities. Secondly, the term 'reasonable adjustments can sometimes enable providers to undertake only minimal adjustments to ensure a person's participation as the provider can claim 'unjustifiable hardship' used under the Act.</p> <p>At the close of the discussion the DEEWR representative asked that all representative organisations and peak bodies submit a response to the Standards in writing by 21 April 2011.</p>		
<b>Value of meeting to AASE:</b> <p style="text-align: center;">5</p>	<b>Value of meeting to representative:</b> <p style="text-align: center;">5</p>	
<b>Comments:</b> The bulk of the discussion revolved around the definition and eligibility of the disability categories, therefore other topics were not discussed due to time.		