## Support Provided Within Quality Differentiated Teaching Practice

**Quality teaching practice is responsive to the needs of students.** Some students with disability may need educational adjustments beyond those expected as part of quality teaching or school practice to address disability related needs. These students may have considered for some level of active support (i.e., active monitoring or provision of adjustments). Their identified needs would be subject to close monitoring and review.

- **Students** who have particular learning support needs. For example, many of these students will have particular difficulty acquiring new concepts and skills outside of a highly structured environment. The needs of other students at this level may be related to their personal care, communication, safety, social interaction or mobility, or physical access issues, or to address the nature and impact of the student's disability and any associated barriers to their learning, physical, communication or participatory needs.

## Supplementary Adjustments

**Supplementary adjustments** are provided when there is an assessed need at specific times to complement the strategies and resources already available (for all students) within the school. These adjustments are designed to address the nature and impact of the student’s disability and any associated barriers to their learning, physical, communication or participatory needs.

Examples for this category could include:

- a differentiated approach to curriculum delivery and assessment that anticipates and responds to students’ learning differences
- personalised learning that is implemented without drawing on additional resources
- a student who has particular learning support needs. For example, many of these students will have particular difficulty acquiring new concepts and skills outside of a highly structured environment. The needs of other students at this level may be related to their personal care, communication, safety, social interaction or mobility, or physical access issues, or to address the nature and impact of the student’s disability and any associated barriers to their learning, physical, communication or participatory needs.

## Substantial Adjustments

**Substantial adjustments** are provided to address the specific nature and significant impact of the student’s disability. These adjustments are designed to address the more significant barriers to their engagement, participation, learning and achievement.

Students with disability who have more substantial support needs generally access and participate in learning programs and school activities with the provision of essential measures and considerable adult assistance. Some students at this level may have particular learning support needs. For example, many of these students will have particular difficulty acquiring new concepts and skills outside of a highly structured environment. The needs of other students at this level may be related to their personal care, communication, safety, social interaction or mobility, or physical access issues, or to address the nature and impact of the student’s disability and any associated barriers to their learning, physical, communication or participatory needs.

## Extensive Adjustments

**Extensive adjustments** are provided when essential specific measures are required at all times to address the individual nature and acute impact of the student’s disability and the associated barriers to their learning and participation. These adjustments are highly individualised, comprehensive and ongoing.

Students with disability and very high support needs generally access and participate in education with the provision of extensive targeted measures, and sustained levels of intensive support. The strengths, goals and learning needs of this small percentage of students are best addressed by highly individualised learning programs and additional curriculum content tailored to their needs. Many students at this level will have been identified at a very young age and may have complex, associated support needs with their personal care and hygiene, medical conditions and mobility, and may also use an augmentative communication system. Students may also have particular support needs when presented with new concepts and skills and may be dependent on adult support to participate effectively in most aspects of their school program. Without highly intensive intervention, such as extensive support from specialist staff or constant and vigilant supervision, these students may otherwise not access or participate effectively in schooling.