



Milestones and transitions

This resource is for parents and caregivers of students. It will help you to support your child through times of change in education.

About this resource

This resource was funded by the Australian Government. It was designed by students with disability and their parents and caregivers, with help from Children and Young People with Disability Australia (CYDA).

The Australian Government acknowledges the Traditional Owners and Custodians of Country throughout Australia. We acknowledge their continuing connection to land, water, and community. We pay our respects to them and their Elders past, present, and emerging. We pay our respects to the continuing cultural, spiritual, and educational practices of Aboriginal and Torres Strait Islander peoples.

Note on language

This resource uses person-first language (e.g. 'student with disability'). But we recognise this approach does not suit everyone, and many people prefer identity-first language (e.g. 'disabled student').

It is up to each individual how they choose to identify. We encourage you to ask people what they prefer. We also acknowledge the deep history behind all these terms.

We use the phrase '**education institution**' or 'institution' to mean a specific place. For example, if your child is a secondary student, your school is 'your institution'.

Additional Resources

This is one part of a group of resources. You can find these on the [Department of Education website](#) or scanning the QR code below.

This resource is also available in **Easy Read, Auslan, and several other languages**. You can access these using the link above or by scanning the QR code.



Scan the QR code to access this document in languages other than English

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Using this resource

Who is this resource for?

This resource is for anyone who has a child with disability. Whether your child is in preschool or university, no matter their age and stage of life, there should be something here that you can use.

This resource covers:

1. [Key transitions \(p.7\)](#) – preparing for times of change
2. [Pathways and options \(p.30\)](#) – exploring different education options

It will take you through key questions to ask to put your child's rights in place. These rights are explained in the [Disability Standards for Education 2005](#). In this resource, we refer to these standards as the DSE.



What is this resource for?

This section will introduce you to transitions. It covers:

- [What the DSE say \(p.3\)](#)
- [Transitions \(p.4\)](#)
- [Skillset and mindset \(p.6\)](#)

Your child is changing as they grow up, and their needs will change with them. This is especially true during **transitions**. Transitions are changes made from one setting to another.

Transitions can be big or small. But they often lead to new routines, new spaces and new activities. They can also lead to new people. This can be a wonderful time of learning and growth for your child. But it is also a time when old plans and accommodations need to be updated.

You can use the DSE to help your child transition from one education setting to the next. This might be anything from moving to a new classroom to a new school.

What the DSE say

Your child has the right to be treated in a very similar way to their peers.*

To do this, your child's institution should:

- Meet with you or your child.** They should meet with you to discuss whether your child needs any accommodations. They should also include your child in this process.
- Make accommodations.** These are actions or changes that support your child to join in with their peers. You may also find them being called **reasonable adjustments**.
- Put steps in place to **prevent** your child from being mistreated

* The idea of 'very similar' is called 'on the **same basis**' in the DSE. Want to learn more about this? Or what education providers have to do? Then check out our resource [Explaining the Disability Standards for Education](#).

Transitions

Knowing what you and your child need can be tricky in a new place. Having meetings and discussions is a key part of the process. So is making accommodations. It will help your transition to go more smoothly.

How you do this will depend on your child, including their age and interests. You can use the section on [Using the DSE: Meeting with your institution \(p.22\) on page 22](#) to come up with questions to ask during meetings. You might also like to try some of the tips below.

Transition tips

- Meet with staff to come up with a plan
- Make sure you start this process early. This is especially important for a transition to a new place. Your plan might include a few visits with your child.
 - Bring in previous experiences from home or another year level. Share these with the new teachers.
 - Agree on how you and the institution will communicate.
 - Keep track of your plan with a diary or calendar. Make sure your child knows what is coming up.



Transition tips

When you do have a visit to a new place

- Have some goals for what you want to do or achieve.
- Take your child to the new location and watch their behaviour. Their response is a form of communication.
- Do a 'walk-through' together or visit a new place beforehand. Ask your child about their opinions.
- Meet the new teachers and ask if you can take photos of the classroom setup. Also take photos of other spaces (e.g. the locker area, toilets and library). Then take your child through this information. You can draw a map if this helps.
- Think about whether you want to ask a trusted occupational therapist for advice. They could visit the location and / or look at photos with you. Or you may want help from another professional.
- Use technology to try something beforehand or do a virtual tour.

It may take some trial and error to find what works best for your child.

There are many aspects to education.

These can include:

- Physical environment (e.g. for example, playground)
- Social and emotional (e.g. group work)
- Curriculum (e.g. doing assessments)
- Communication (e.g. understanding instructions)
- Events (e.g. camps).

Think about all of these when you plan. Your child may need different accommodations for each. Any of these aspects can be affected when they make a transition.

Skillset and mindset

You need both of these to help you to support your child in education.

Mindset

Is something not working? Bring curiosity and creativity to try a new approach. This can be useful to finding the best fit for your child.

You want to build your child's excitement for education and focus on what they can do. Think about what your child is interested in. What do they need support to access? Then you can bring this way of thinking into conversations (e.g. with your child's institution).

Skillset

Gather all the information you need to support you. It can be useful to learn about the DSE and how to use the key points when talking with people. These are skills that you build – be kind to yourself. You do not have to do or know everything all at once.

Again, be curious. What is working? What is not?
What questions do you want to tackle first?



Key transitions

This section explores:

- [Transition to Early Childhood Education and Care \(ECEC\) \(p.8\)](#)
- [ECEC to primary school transition \(p.10\)](#)
- [Primary to secondary school transition \(p.12\)](#)
- [Early to late secondary school transition \(p.14\)](#)
- [Late secondary to post-secondary transition \(p.17\)](#)
- [Year-to-year transitions \(p.20\)](#)

Skip ahead to whatever transition is relevant to you

Then check out [Getting your rights: Questions to think about and ask \(p.22\)](#). The questions there will help you to plan your transition. They are organised around the DSE including what institutions need to do, and what your child has the right to.



Transition to Early Childhood Education and Care (ECEC)

Starting Early Childhood Education and Care (ECEC) is a big change for any child! Your child might go to kindergarten or preschool. Or they may attend day-care or somewhere similar.

Many of these experiences will be new to your child. These can include:

- Being away from home for hours at a time.
- Being in a new place.
- Meeting new educators.
- Meeting and sharing a space with other children.
- More structure to their playing and activities.
- Changes to any routines that you might have at home.

Your child may need different supports to join in and get the most out of these activities. They also might need arrangements around eating or other care tasks.

Check out [Getting your rights: Questions to think about and ask \(p.22\)](#). The questions there will help you to plan your transition. See [page 30](#) for more information on the DSE in ECEC.

Case study



Background

Taylor is a bubbly 3-year-old. She lives with her family in public housing in a remote town. Taylor and her family are Aboriginal, and she is learning two languages at home. Everyone in Taylor's family is excited for her to start ECEC.

There is only one centre close to home. Her older siblings went there on and off when they were little.

Taylor is sometimes a bit wobbly on her feet and needs some help to get on and off play equipment. She is still working on how best to communicate with people outside her family. Different family members will drop her off and pick her up each day.

What was done to get ready?

The director of the centre gave Taylor's family a list of questions before their first meeting:

- What does Taylor enjoy doing when she plays?
- How does she let you know what she likes?
- How does Taylor let you know when she wants help?

They worked through these questions together as a family.

What went well?

Having the questions early meant that everyone in the family got to have a say. They even took some photos of Taylor doing things she likes, which they shared at the meeting. On Taylor's first day, the staff knew a bit about her and what supports to put in place.

What is still a work in progress?

There are a few different people who drop Taylor off and pick her up. This makes it tricky to stay in touch and share experiences. Taylor's family and the centre are working on a straight-forward way to communicate. This will help to make sure Taylor has a good transition.

Key ideas:

1. Set up good communication. This is between you, your child's support people, and the centre. It can take some time to find an approach that works for everyone.
2. Know what you will discuss in a meeting early on so that you can prepare.

ECEC to primary school transition

Primary school can be very different from home life or ECEC. It is a wonderful and exciting milestone to reach. There are also a lot of changes and things to get ready for.

Changes can include:

- More hours spent away from home.
- New tasks and activities.
- New teachers and classmates.
- More moving from place to place.
- Unfamiliar places and equipment.
- New ways to learn and communicate.
- New rules and expectations.
- More than one teacher or subject.
- More structure to what they do during the day.
- Events and programs (e.g. assemblies, excursions).
- New times to eat and new things to wear.

Your child might need support to take part in and get the most out of these activities. Or they may need help with the new routine or certain care tasks. You can also plan changes to rooms, furniture, or materials.

Your ECEC centre may be able to help you get ready for this transition. You might also be able to use the supports and ideas you have at home in school.

Check out [Getting your rights: Questions to think about and ask \(p.22\)](#). The questions there will help you to plan your transition. See [page 30](#) for more information on the DSE in schools.

You can also check out our workbook [Advocating with and for your child: Primary school](#). This can help you to work with your child to plan accommodations and put them in place.

Case study



Background

Lee is 5 years old and will be going to his local primary school. His mum is a single parent and new to the metropolitan area they live in. Lee's kindergarten has sent through a transition statement to the school.

Lee loves sharing stories but is not a big fan of sitting and using pens or pencils. His transition statement has a list of incidents. Lee's mum doesn't think that it's a fair reflection of his strengths and needs.

What was done to get ready?

Lee's mum noticed some behaviours that made her wonder if Lee has autism. But she filled in all the school forms and left the section on disability blank. She's still waiting for an appointment to get a possible autism diagnosis for Lee. She assumes that the school will let her know what they need to support him.

Tip Your child is covered by the DSE even without a diagnosis.

What went well?

Lee enjoyed the social story that the school sent out to every family. He could see a picture of his classroom, the playground and the school hall. Lee and his mum went for a walk to the school and looked around. They talked about the things he was worried about. They also thought about what he might need to work on. They were both excited about the new start.

What is still a work in progress?

After getting the transition statement, the school contacted Lee's mum. They want to see what funding is available to organise behavioural support for Lee. His mum is worried that the school might be jumping to conclusions about Lee. He has not had the chance to meet his teacher and classmates yet. She wants them to focus on supporting Lee to succeed in the classroom.

Key ideas

1. Starting at a new school can be a chance to build new relationships with staff.
2. Focus on adjustments and strengths, not just funding and previous reports.
3. Your child is covered by the DSE even without a diagnosis.

Primary to secondary school transition

It is a big jump from primary to secondary school. This often includes a new route to school and new buildings and people. It also means a bigger workload and more subjects.

The transition comes with a lot of change. These can include:

- new spaces and classmates.
- new buildings and facilities.
- multiple teachers and subjects.
- more homework and assignments.
- more complex activities and instructions.
- more materials and equipment (e.g. textbooks, lockers).
- many transitions from place to place every day.
- events and programs (e.g. performances, mentor programs).

Questions

Questions to ask yourself or your school:

- Is my child transitioning from the local primary school to the local high school? If so, do they work together? Or do I have to do the paperwork again?
- If my child is staying in the same school (P-12), what does change?
- When do the key decisions about subjects or certificates need to be made?
- How much space do we have to see how it all goes?
- Will you carry over arrangements set in primary school (e.g. playground supervision)?

Check out [Getting your rights: Questions to think about and ask \(p.22\)](#). The questions there will help you to plan your transition.

See [page 31](#) for more information on the DSE in schools.

You can also check out our workbook: [Advocating with and for your child: Primary school](#). This can help you to work with your child to plan accommodations and put them in place.

Case study



Background

Charlie is 11 years old. He lives with his mum and younger sibling during the week and with his dad on the weekend. Charlie has been at his local primary school for the last 6 years. He loves the big oval where he can kick a ball, throw a frisbee, or take part in school sport. Charlie lives in a regional area and was diagnosed early on at school with ADHD and dyslexia.

Charlie's mum uses English as her second language. She prefers to communicate with the school by email. This way she has time to absorb and think about the messages.

What was done to get ready?

Charlie's parents met with the high school enrolment team. They discussed his experiences at school so far. Charlie's dad was concerned about Charlie's numeracy and literacy levels. He thinks that they might not reflect what Charlie can do. The primary school reported that he did not finish all of his assessments. But Charlie's dad knows that they were not designed with Charlie in mind.

What went well?

Charlie went to an orientation day at the high school. Some of the high school staff sat with Charlie. They had a chat about his experiences and what he likes doing in the classroom.

What is still a work in progress?

Charlie knows he has trouble reading and writing. He feels that all his primary school teachers got impatient with him and passed him off to the support team for lessons.

He likes this year's teacher. Sometimes she lets him tell her his answers rather than only reading his written answers. Charlie and his parents hope that the high school will work closely with them. They want to put accommodations and support in place for a fresh start.

Key ideas:

1. There is no need to hold students to rigid standards that don't work for them.
2. The DSE say that schools must make accommodations. These should be ones that support students to succeed.

Early to late secondary school transition

This is from Years 7–9 to Years 10–12.

Schools in Australia usually have ‘senior secondary school’. This generally covers the last 2 years from Year 11 to Year 12, but in some locations this can be different.

Getting ready for this often starts the year before. Subjects and assessments become more complex to help your child develop the skills and knowledge they will need.

Even in the same school, a lot of changes can take place during this transition. These changes may include:

- What classrooms and buildings your child uses.
- How many subjects and teachers they have.
- More complex activities and instructions.
- More homework and assignments.
- Events and programs (e.g. work experience).

Your child’s accommodations may need to change as a result.

Tip You will also need to start thinking about your child’s options. There can be more than one pathway for senior secondary school. (This includes finishing their secondary studies in a different setting, e.g. through TAFE or another Vocational Education and Training (VET) provider).

Your child may choose to move to post-secondary study once they turn 17. You can support your child to be the one making these decisions. (See [Late secondary to post-secondary transition](#)).

Who makes decisions on your child’s supports can also change. These can be people or organisations. For example, in Victoria, the Victorian Curriculum and Assessment Authority has to agree to your child’s accommodations during Year 12 assessments.

Questions

Questions to ask your school:

- Will some subjects or activities happen outside of school (e.g. through VET)? What does this mean for my child?
- When do the key decisions about subjects or certificates need to be made?
- How much space do we have to see how it all goes?
- Is there an opportunity to try the different options?
- How will you make sure that the full range of options are available for my child? How can we present these options accessibly to my child?
- How will you empower my child to make these choices?

The school should support your child to be involved in this planning as much as possible, depending on their personal situation. You can also encourage them to take some control of the process.

You will be going through your own transition by doing this. It is a move from advocating on behalf of your child to supporting them to have their say. Check out our workbook [The Disability Standards for Education in practice: Action plan](#). This can help your child to plan accommodations and put them in place.

Then check out [Getting your rights: Questions to think about and ask \(p.22\)](#). The questions there will help you to plan your transition.

See [page 31](#) for more information on the DSE in secondary and post-secondary education.

Case study



Background

Jamie is 16 and lives in a regional area. They live with their dad and siblings in a rented unit. All of them have strong ties to the local community. Jamie has both physical and psychosocial disability.

The school has supported Jamie and their identity. Jamie uses facilities and is described to others in a way that works for them.

What was done to get ready?

Jamie's school has made sure that they have access to mental health supports. They have also been connected to the guidance staff. A treatment plan is in place for their psychosocial disability.

What went well?

Jamie has flexible deadlines for all of their assignments. Jamie and the school are still discussing what they will need for exams. Jamie's needs may change as subjects and exams get longer and more intense.

What is still a work in progress?

Over the last few years, Jamie has taken more of a role in their education journey. But Jamie, the school, and Jamie's family are still working on this. It can be tricky to know how much communication is too much, and when to step back. Jamie feels like they know how to self-advocate when they need support for their mobility issues.

Key Ideas:

1. Building your child's self-advocacy skills is a key part of their transition.
2. Every part of a child's identity is important. Everyone should play a role in making sure that school is inclusive.
3. Some accommodations don't need team meetings to put them in place.

Late secondary to post-secondary transition

The transition from secondary to post-secondary can be a big one. Not only is it a new space with new people, but it also targets a different group of people – adults. Your child may or may not be a legal adult yet, but it is still a different way to learn.

Differences include:

- Your child's relationship with their teachers.
- How well the teachers know your child.
- New ways to learn and be assessed (e.g. long essays, practical training).
- Different expectations.
- How your child is viewed (i.e., as an adult).
- Who the main contact is (e.g. the staff will communicate directly with the student instead of with parents or caregivers).
- Your child may start to think more about self-advocacy.

There are a lot of different post-secondary options. Your child might like to combine some of these.

For example:

- Finishing Year 12 while taking a VET or university subject.
- Moving from secondary school to another option when they can. For example, a Year 11 student starting an apprenticeship or TAFE course full-time.

Or they might like to finish their last year of school before starting another form of education. Transitioning to employment is also an option. (This is outside what is covered in this resource).

Questions

Questions to ask your secondary school:

- What conversations need to happen? And with who?
- What relationships will transfer through to post-secondary? (E.g. key support person that transitions with my child). How is this supported?
- What do post-secondary institutions do to help you? What information do you have?
- How will you prepare my child to self-advocate once they leave school?
- Are there any schemes or programs that can help my child? (E.g. Special Entry Access Scheme).

Questions for the new education institution:

- When do the key decisions about subjects or certificates need to be made?
- How much space do we have to see how it all goes?
- Will you carry over arrangements from secondary school?

Your child should be supported to be involved in this planning as much as possible, depending on their personal situation. You can also encourage them to take control of the process.

You will be going through your own transition by doing this. It is a move from advocating on behalf of your child to supporting them to have their say. Check out our workbook [The Disability Standards for Education in practice: Action plan](#). This can help your child to plan accommodations and put them in place.

Then check out [Getting your rights: Questions to think about and ask \(p.22\)](#). The questions there will help you to plan your transition.

See [page 31](#) for more information on the DSE in post-secondary education.

Case study



Background

Amir is 18 years old and about to start his first year at university. He is studying history and cannot wait to get started. He has dysgraphia and anxiety, which he had support for in high school.

What was done to get ready?

Amir and his aunt met with the school guidance counsellor. They discussed what university will be like for Amir. They also went to a few open days on campus. Amir was able to look around and check out the buildings and libraries.

What went well?

Amir met with the Disability Support Service the week before his classes started. He was able to use his old paperwork from school to ask for accommodations. This included a computer for exams.

What is still a work in progress?

The university has a complicated process for applying for extensions on assignments. Amir has to apply for this every time he needs it. Amir finds this difficult when he is not feeling well. Often, he finds it easier not to ask at all.

Amir is registered with the Disability Support Service. This means that he can join a student mentor program. His mentor is helping him to figure out how to change his education plan.

Key ideas:

1. There can be a lot of different policies to navigate. Doing this in a post-school setting might differ from what your child is used to.
2. Sometimes accommodations need to be readjusted.
3. Learning from peers can be very helpful.

Year-to-year transitions

Every year will bring new teachers, places and experiences for your child.

Changes include new:

- Classrooms, equipment, and play areas.
- Teachers and classmates.
- Rules and expectations.
- Subjects and activities.
- Ways to learn and be assessed.
- Events and programs (e.g. work experience, excursions).

Some year levels come with milestones. This might be a different building or campus. Or it could be homework, or a special event like school camps. Each year will be a bit more complex than the last.

What your child needs will change as well. Their experiences in Year 2 will be completely different to in Year 6. So, their accommodations and supports should be different as well.

These ideas can also apply to a move to a new school.

Check out [Getting your rights: Questions to think about and ask \(p.22\)](#).
The questions there will help you to plan your transition.

Case study



Background

Grace is 9 years old. She and her sibling attend a metropolitan school. Grace's mothers are feeling a little weary about another new school year. They are used to the flood of meetings and paperwork.

Some years the school is organised, and some years it all happens a bit last minute.

What was done to get ready?

Grace's parents met with the classroom teacher, learning support teacher, and a department specialist. They went over the planning documents for Grace.

What went well?

The school was eager to learn from last year's transition experience. They started talking to Grace about what would change early on. Grace could see the new classroom and spend time with her new teacher. She and her family felt comforted to know that the school was on top of things.

What is still a work in progress?

Grace's mum is not sure if the new teacher knows how to use Grace's communication tools. She hopes that the school trains any new staff who will be working with Grace.

She is also concerned that the school is so focused on the goal of independence. This is not a goal that Grace's family has raised with the school. They want to focus on friendships, peer role-modelling, and communication. She will continue to raise these topics with the school.

Key ideas

1. You can learn from the past and share what has worked with new people.
2. Transitions are a team effort.
3. Start planning early.

Getting your rights: Questions to think about and ask

Using the DSE: Meeting with your institution

Questions to ask before or during a meeting with the institution

Find out

- Who are the main contacts? Who do we ask for information? What about ongoing communication?
- What information do I need to give the institution? How much detail?
- How often will I get to meet with the teacher or support team?
- Can I get help with any part of this process?

Ask them

- How much experience do you have with students with disability?
- What challenges have you run into, and how have you managed them?
- How am I going to be involved in decisions around my child's education and support?
- Will you carry over some or all arrangements from last year?



Notes



Using the DSE: Getting accommodations

Questions to ask about how your child will be supported

Find out

- How are decisions around accommodations made?

Tip You and your child should both be involved.

- Does information from last year get passed on to new teachers or coordinators?
- Does the institution use flexible learning? What do they do for students who learn differently?
- What specialists are available to support my child? How does the institution support the use of assistive technology?
- How do we get our concerns resolved?
- How do I manage my child's need to see therapists? How do I balance this with the institution?

Ask them

- How can we work together to figure out what my child needs?
- How will my child be included and supported?
- How will you meet my child's needs?
- Do you have experience educating a child with similar needs to my child's? If not, how will you learn? If yes, how will you get to know my child's specific circumstances?
- How will you support my child in and out of the classroom?
- How do you support social / emotional engagement and connection?
- How do you manage classes with differences in student knowledge and ability?

Notes



Using the DSE: Creating a safe environment

Questions to ask about culture and policies

Find out

- To what extent does the institution see bullying occur? How does the institution deal with bullying?
- Should we educate the class and teachers on my child's condition?
- How can I get more insight into the institution's culture and vision?

Tip Check their website and policies.

- How do we make complaints and escalate when there are issues?

Ask them

- How does your institution deal with bullying?
- Do you have programs to help students create positive relationships? What about networks with peers?
- Do you run diversity and inclusion programs? What resources are given to this?
- How strict are your policies (e.g. uniform policy, if my child needs to wear something different)?

Notes



Using the DSE: **Getting your rights**

Questions to ask about your rights

Find out

- Is there a rating scheme or review page for institutions in my area?
Who can tell me if they are really welcoming?

Tip Ask other parents and caregivers.

- How will the institution learn about my child and not just their disability?
- What do we do if an institution says no to my child's enrolment?

Tip This is breaking the law.

- What is the institution's policy on NDIS or other service providers coming into the institution? Does it depend on the type of service?

Tip Institutions should help students access these services.

Ask them

- How do you feel about my child's specialist(s) coming to meet with their teachers?
- Do you expect that my child will start full-time from day one?

Tip Does their response align with the idea of 'same basis'? See our resource [Explaining the Disability Standards for Education](#).

- What support will be in place from day one?
- How do you support students to advocate for themselves?

Notes



Pathways and options

The DSE explain the rights of students with disability.

All **education providers** must follow the DSE. Education providers are people and places that provide education or training.

This includes:

- kindergartens and preschools
- primary schools
- secondary schools
- VET providers, including TAFEs
- higher education providers, including universities
- adult and community education centres.



Early childhood education and care (ECEC)

Many ECEC providers must follow the DSE. This includes kindergartens and preschools. Childcare is not covered under the DSE. But childcare providers are not allowed to discriminate against children with disability. They must follow the [Disability Discrimination Act 1992](#).

Government and non-government schools

All states and territories provide 13 years of formal school education. 'Primary school' lasts for seven or eight years.

There are government and non-government schools. These are run and funded differently. Other differences include:

- Where you live affects which government school your child can go to. If challenges come up with a local school, this is something to keep in mind.
- Non-government schools can be faith- or pedagogy-based. They can differ in how much they cost and what their curriculum is like.
- Flexible Learning Options are an option for some students.

Every school must follow the DSE. This includes non-government schools. There are no differences in what they legally have to do. Funding is available for every school to help students join in. They should be supported to engage with all aspects of learning.

This is true for metropolitan, regional and remote schools. It is very difficult for schools to use finances as a legal reason not to follow the DSE.

Check out our resource [Explaining the Disability Standards for Education](#) for more information.

Further education

These are common options for students who want to keep studying after school. Some may choose to stay in secondary school up to Year 12. Others might leave earlier.

Students may sign up for a university or TAFE course. They can also take a VET course at a TAFE or another Registered Training Organisation (RTO). VET focuses on building skills for work. Some schools and universities also offer VET.

All these institutions need to follow the DSE. Students with disability should be able to access any or all of these options. They should be able to make choices based on their goals and interests.

Making decisions


Education decisions are up to your child and family/support people. You might consider some, all, or none of these:

- location
- family / support structure
- faith or beliefs
- finances
- values or ethos
- access.

Above all, your child has the right to a good education in your local community. As they get older, your child should be more involved in these decisions.

More information

Check out these resources for more information.


 Department of Education:
<https://education.gov.au/swd>

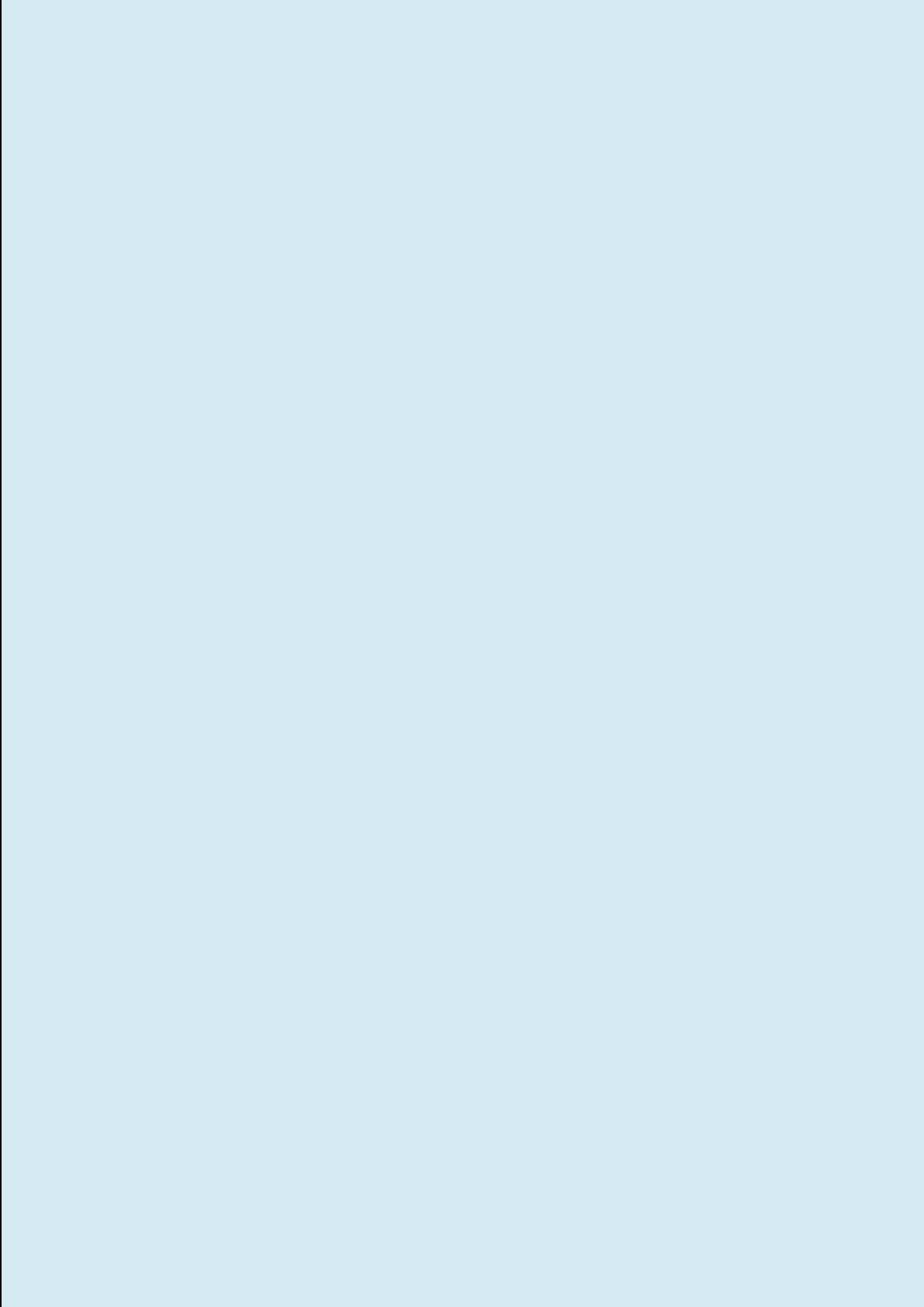
 *Disability Standards for Education 2005:*
<https://www.legislation.gov.au/Details/F2005L00767>

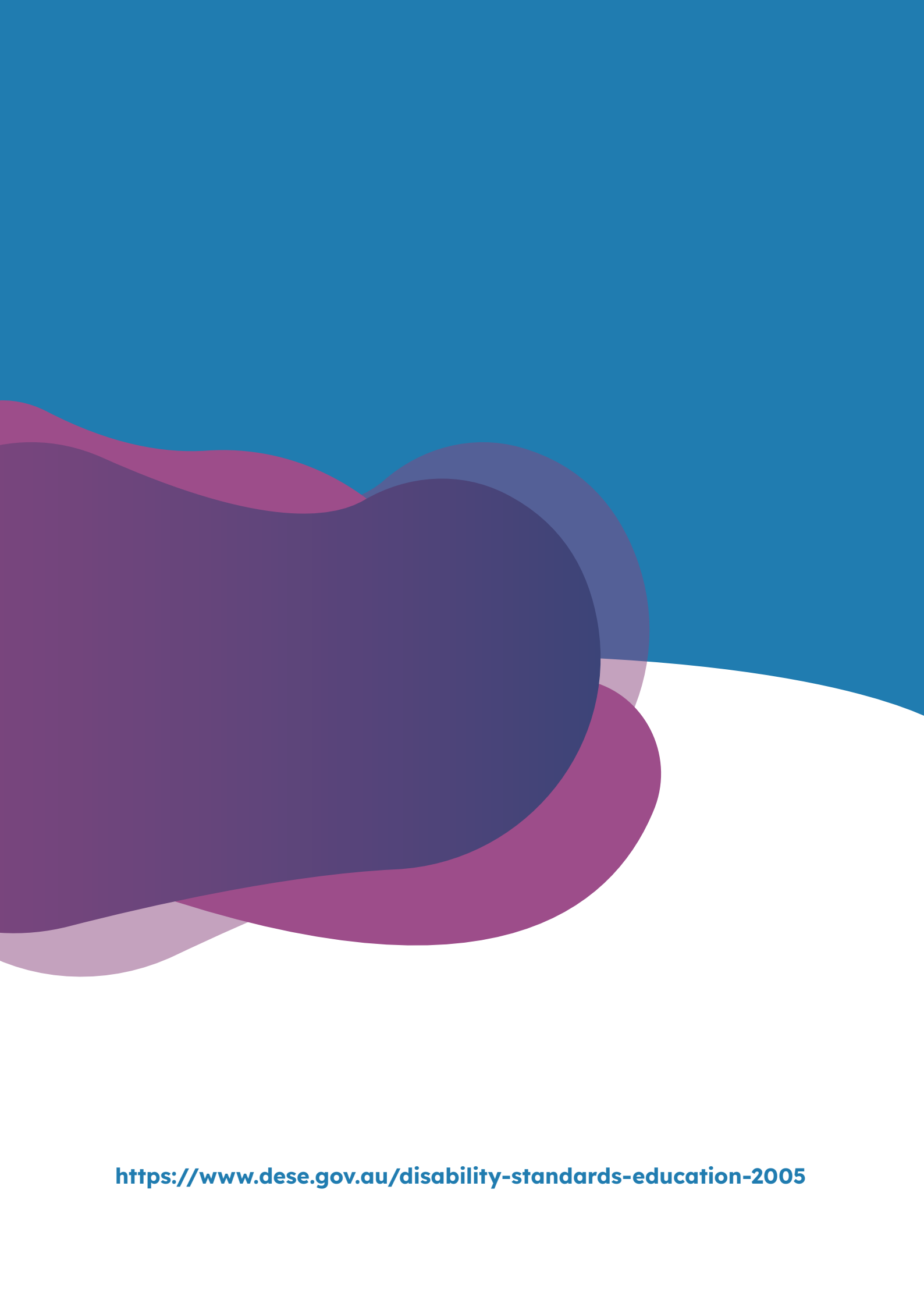
 *Disability Discrimination Act 1992:*
<https://www.legislation.gov.au/Details/C2018C00125>

 Australian Human Rights Commission (AHRC):
<https://humanrights.gov.au/complaints/complaint-guides/complaints-under-disability-discrimination-act>

 Nationally Consistent Collection of Data on School Students with Disability (NCCD):
<https://www.nccd.edu.au/disability-standards-education>

 Positive Partnerships:
<https://www.positivepartnerships.com.au/>





<https://www.dese.gov.au/disability-standards-education-2005>