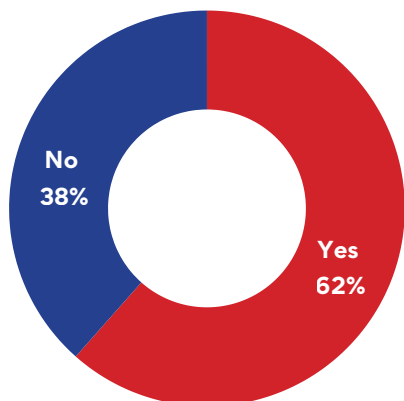


2025 Review of Disability Standards for Education - Survey

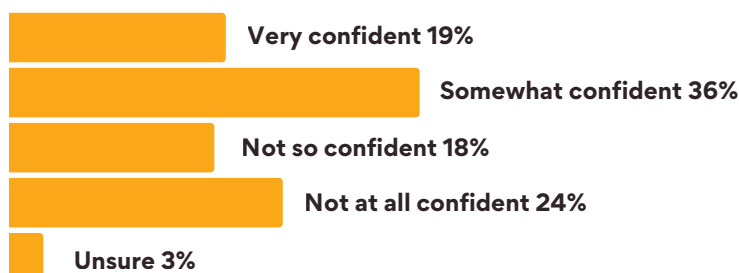
SUMMARY OF RESULTS

This summary highlights key findings from the NTCOGSO survey on the 2025 Review of the Disability Standards for Education (DSE). 65 individual responses were recorded, with representation from all school types across most regions of the NT.

Have you **heard of the Disability Standards for Education** before today?



How confident do you feel that **your school or education provider supports students with disability to access and participate in education on the same basis as other students?**



Have you (or the student/s you support) experienced any **positive examples of inclusive education or reasonable adjustments at school?**

Just over half of responders indicated they have **received positive examples** of inclusive education or reasonable adjustments at school. Some of these include:

- Strong collaboration between staff and external professionals (e.g. NDIS psychologists).
- Teachers adapting and supporting students with diverse needs.
- Individualised planning and communication about student supports.
- Timetable, class, or curriculum adjustments to aid participation.
- Access to targeted supports like therapy dogs and intervention programs.

Have you (or the student/s you support) experienced any **challenges or barriers to inclusion at school?**

A little over 70% indicated they have **faced challenges** or barriers to inclusion at school. Some of these include:

- Limited accessibility and infrastructure barriers.
- Exclusion or lack of recognition during school events (e.g. Sports Day).
- Scheduling challenges for therapy or support sessions during school hours.
- Unresponsive or unsupportive leadership creating obstacles to inclusion.
- General experiences of exclusion from learning or social opportunities.

What would **help schools better meet their obligations under the Disability Standards?**



More training for teachers and staff on supporting students with disability



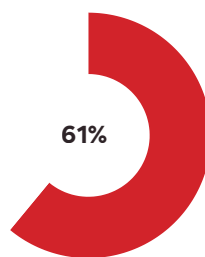
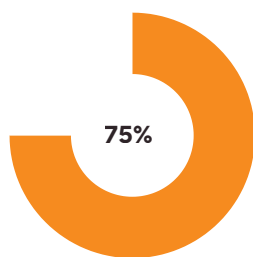
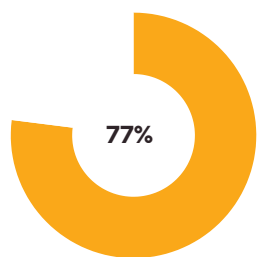
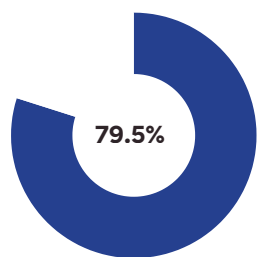
Clearer processes for consultation with families about reasonable adjustments



More resources to help other students understand inclusion and disability



Better guidance or advocacy tools for parents and carers



Just under 50% of respondents provided 'other' suggestions including:

More special needs programs and full-time support staff, disability loadings and funding passed directly to schools, better access to allied health professionals and faster access to assessments, smaller class sizes and more time for teachers to plan and implement supports for students with disability, accessible training and professional development for remote staff, better school facilities that meet diverse learning needs, and more culturally responsive supports and approaches.

What would make it **easier for you to raise concerns or resolve issues about inclusion or support at school?**



Regular communication between schools and families



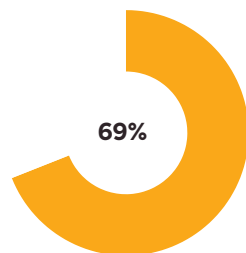
Access to an independent advocate or support person



Clearer complaints processes at the school level



Information in plain language and accessible formats



Just under 40% of respondents suggested 'other' ideas including:

Better support from the Department of Education, more supports in schools to reach all students - not only those with the highest needs, an independent advocacy person with authority to act without departmental pressure (especially around suspensions and exclusions), improved communication and feedback systems - especially for special needs classes, and better training for teacher assistants, who are most hands-on with students

Keep an eye out for our submission to the federal government soon