

## Creating inclusive environments

# 6 tips for making reasonable adjustments in OSHC settings

Under the *Disability Discrimination Act 1992* (DDA), school age care services must make reasonable adjustments to support children with disability to access and fully participate on the same basis as children without disability. Coordinators, leaders and educators should work together with children and families to make these reasonable adjustments.

## Know

### Reasonable adjustments can be easy and inexpensive to make.

Reasonable adjustments can be changes to the environment, the program, the grouping of children, the design of the space, or the use of resources. This may include providing spaces for children to relax and have down time, using sensory resources or toys to support a child to feel calm and focused, minimising wait times for children, giving instruction to small groups (instead of calling loudly to the whole group), or planning excursions and experiences that are accessible for all children. It may also be a reasonable adjustment to develop or amend a service policy, for example, having a policy to support OSHC attendance of children who have been suspended from school.

### You can access external supports to help you make reasonable adjustments.

Accessing available supports such as professional development, additional resources or other professionals will help you to identify barriers to access and participation, plan ways to remove them and build your capacity to include children with disability. Children's education and care services approved for Child Care Subsidy (CCS) can access support through the [Inclusion Support Program](#) (ISP).

## Think

### You can work as a team to make reasonable adjustments.

Consider ways that your environment, program, grouping, spaces and resources might be challenging for a child with disability and how to reduce these barriers. Research the external supports that are available to your service and plan your strategies and budget. If you are on school premises, partnering with the school to share ideas and equipment may support the child's participation and also benefit the school.

### There are benefits of making reasonable adjustments for the whole service.

View any cost of making a reasonable adjustment as an investment, as it may benefit other children. Consider how it may better prepare the service to accommodate children with disability in the future.

## Do

### Collaborate with the child, family and other professionals.

Listen to the child and family and provide the opportunity for them to make choices about decisions that affect them. The child, family and other professionals can provide key information and perspectives to complement your knowledge of the child, the environment, the program and other children.

### Monitor reasonable adjustments and change them if you need to.

Children's needs change over time and there may also be times when adjustments don't work as planned. Monitor and evaluate the adjustments you have made with the child and family to see if they are still supporting the child or if changes are needed.

The DDA provides that an adjustment will not be reasonable if it would cause 'unjustifiable hardship' on the service provider. The service provider is required to demonstrate that providing the adjustment would cause 'unjustifiable hardship'. This needs to be considered in light of all the circumstances, including the availability of financial assistance to make the adjustment.



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