# Vision Australia submission in response to the 2015 review of the Disability Standards for Education 2005

Authorised by Maryanne Diamond AO, General Manager Advocacy and Engagement at Vision Australia

**Submitted:** 12th June 2015

**Contact:** Amy Feldman, Policy Advisor, on (03) 9864 9226 or amy.feldman@visionaustralia.org

**Introduction**

We welcome the current review and are pleased to take part in developing strategies to improve the operation of the Disability Standards for Education, forthwith referred to as the Standards, during the next five years. However, we note with disappointment that many of the recommendations we made in our submission for the previous review have not adopted. Accordingly, little has changed for students who are blind or have low vision in regards to access to education.

Although Vision Australia does not provide direct teaching support to students, our extensive contact with students and education providers means that we have had ample opportunity to assess the effectiveness of the Standards.

We will provide responses for the “questions for students and families” contained in the Discussion paper, as all of our comments will be based on the real-world experiences of students who are blind or have low vision and their families. In some cases we have provided specific examples to illustrate a particular comment, although the names and other identifying details have been changed.

# Recommendations

The following recommendations are derived from content presented throughout the submission.

## Recommendation 1

That a resource be developed that will provide students with disability, their families and associates, with comprehensive and up-to-date information about the specific accommodations that can be reasonably expected by students with different disabilities and in different educational settings.

## Recommendation 2

That a resource be developed to give education providers comprehensive and up-to-date information about best-practice approaches to meeting the needs of students with disability in different educational settings.

## Recommendation 3

That a direct link to the Standards be provided on the Australian Human Rights Commission (AHRC) website that will bypass the various layers of navigation that are currently needed.

## Recommendation 4

That the Standards be amended to include specific assertion of the importance of braille as a primary literacy, communications and learning medium for people who are blind or have a severe vision impairment.

## Recommendation 5

That the Standards be amended so as to clarify the meaning of “accessible” and “accessibility” in the context of curricular material.

## Recommendation 6

That the Australian Government work with institutions that provide training for teachers and other education professionals to develop and implement mandatory training modules and materials on the UN Convention on the Rights of Persons with Disabilities (UNCRPD), the Disability Discrimination Act (DDA), and the Standards.

## Recommendation 7

That professional development activities and resources be developed on the UNCRPD, the DDA, and the Standards, and that such in-service activities be mandatory for all teachers and education professionals.

## Recommendation 8

That the Australian Government, through the Council of Australian Government (COAG) develop minimum certification requirements for teachers of braille to students who are blind or have a severe vision impairment.

## Recommendation 9

That the Australian Government ensures that sufficient funding is available to provide appropriate levels of support from qualified visiting teachers for students who are blind or have low vision regardless of where they live and which school they attend.

## Recommendation 10

That the AHRC develop recommendations for a more effective, efficient and streamlined compliance mechanisms to ensure that education providers adhere to the Standards and resolve complaints at an individual and systemic level.

## Recommendation 11

That the Standards include a requirement that education providers must take a proactive approach to ensuring that curriculum materials and technical equipment are accessible to students with disability.

## Recommendation 12

That the Australian Government work with the publishing industry to develop national standards for the publication of educational materials to ensure that they are accessible to students who are blind or have low vision.

## Recommendation 13

That the Australian Government ratifies the Marrakesh treaty as a matter of urgency, as this will give students who are blind or have low vision easier access to educational resources in accessible formats.

## Recommendation 14

That the Australian Government request the Australian Curriculum Assessment and Reporting Authority (ACARA) to ensure that the National Curriculum gives explicit recognition to the validity and equality of different learning styles and modalities. The National Curriculum must be neutral with respect to learning styles and strategies and must be flexible to accommodate expanded core curriculum subjects for students with disabilities.

## Recommendation 15

That the Australian Government considers the resourcing requirements within the Standards when it reviews schools funding in response to the Nationally Consistent Collection of Data on School Students with Disability, to be finalised by 2016.

## Recommendation16

That the Standards include a definition for meaningful participation and highlight the need for educational institutions to provide opportunities for social participation for students with disabilities.

Questions for students and their families

### Access and Participation

* **What has been your experience of accessing and participating in education and training?**
* **To what extent (and in what ways) do the Standards support access and participation in education by people with disability on the same basis as others?**
* **To what extent (and in what ways) do the Standards support participation in education by people with disability?**
* **If you are living in a regional, rural or remote area, from a culturally and linguistically diverse background, or if you are an Aboriginal or Torres Strait Islander, to what extent (and in what ways) have the Standards improved your experience of access and participation?**

Vision Australia advocates for an integrated learning environment, in which students who are blind or have low vision can access the same curriculum and school environment as other students.

Through our experiences in working with students who are blind or have low vision and their families, Vision Australia is frequently made of aware of serious breaches to the Standards, which result in students having reduced access and participation in education.

This is particularly concerning given the strong relationship between education and employment outcomes for people who are blind or have low vision. Vision Australia estimates that approximately 58% of people who are blind or have low vision are unemployed despite the fact they want to work.

The failure of the Standards to increase access and participation in education on the same basis as other students is clearly highlighted by the difficulties commonly experienced by students who are blind or have low vision, which are discussed below.

Enrolment

Enrolment is the first barrier that many students with disabilities face when interacting with the education system. A recent survey on Access to Education conducted by Children with Disability Australia reported that one in four children have been refused enrolment at some point in their education.[[1]](#endnote-1) This was most commonly due to the school claiming that it did not have the capacity to provide adequate resources, infrastructure or supports.

This result is consistent with Vision Australia’s awareness of children who are blind or have low vision being refused places in schools and early learning centres. Students go from school to school, and are often encouraged to go to special schools because these providers can “offer more support”.

Many post-secondary students who are blind or have low vision experience difficulties with the online enrolment procedures used by higher education providers and TAFE’s. The majority of TAFE and University websites are cluttered and do not comply with the Web Content Accessibility Guidelines 2.0 (WCAG), which have been endorsed by the Australian Government and the AHRC. As a result, these websites are often hard to navigate by students who are blind or have low vision. As the major gateway for gaining information and enrolling, this inaccessibility often acts as a deterrent to enrolling.

Access to visiting teachers

Once students who are blind or have low vision are enrolled into school, access to literacy and numeracy skills through braille training is the next hurdle they encounter in participating in education on the same basis as others. There is a distinct lack of access to appropriately qualified and skilled braille teachers available to students who are blind or have low vision across Australia.

Harry is blind and was enrolled into prep at a local school with the intention of becoming a braille user. However, Harry was assigned a visiting teacher who was not braille literate. When Harry’s parents complained, they were assigned a braille literate visiting teacher who had been supporting a year 3 student learning to use braille. The year 3 student was then assigned a visiting teacher who was not braille literate.

Access to qualified braille teachers is a particular problem for students who are blind or have low vision living in regional and remote areas, who encounter discrimination purely by virtue of distance.

John is a parent of two children who are blind and lives in regional Queensland. John’s children have access to a braille skills training from a visiting teacher for only one hour a week. However, during these sessions, the teacher focuses on teaching the children to learn to use technology that bypasses the need to learn braille, as the teacher only has a basic understanding of braille. John complained that teaching his children to use technology, like screen reading software, does not allow them to understand how words and numbers are constructed and put together in sentences. But there are no other qualified braille teachers in his area.

Visiting teachers often have to cover large areas to support students with a variety of vision conditions and are often unable to access the professional development they need to inform their practice. Video link technology has somewhat improved access to qualified visiting teachers for students who are blind or have low vision living in regional and remote areas. However, it is difficult to provide support with some services via video link ups, such as orientation and mobility training to navigate the school environment.

Visiting teachers are also vital for teaching concepts, skills and knowledge that a student who is blind or has low vision is unlikely to acquire in the same manner as their sighted peers. For example, mathematics is a difficult subject for students who are blind or have low vision to master without additional support, as it involves concepts of 3-dimensional geometry that are usually taught visually.

There are other concepts, skills and knowledge that students who are sighted learn “incidentally”, or “causally” in the classroom or playground, but which must be taught sequentially and systematically to students who are blind or have low vision. These include, but are not limited to: braille literacy, adaptive technology training, compensatory skills training, orientation and mobility, independent living skills, social skills and career counselling.

Given the specialized nature of these curriculum areas, qualified visiting support teachers are best placed to assist students who are blind or have low vision to learn on the same basis as other students. But in practice, the amount and quality of visiting teacher support that a student who is blind or has low vision receives depends more on where they live and the amount of resources available in that region than on a genuine recognition of the importance of this support.

Accessible learning environments

In addition to support from visiting teachers, curriculum materials are also not being made available to students who are blind or have low vision on the same basis as other students and in the students chosen format. Rather than providing curriculum materials in an alternate format, such as braille or accessible word documents, teachers and aides are often called on to verbally describe a task to students who are blind or have low vision. This removes the cognitive challenge of following a task and problem solving on the same basis as their peers.

It is particularly difficult for post-secondary students to access their course materials in accessible formats. Many students who are blind or have low vision who undertake tertiary and TAFE courses prefer to use online learning methods, as do their sighted peers. However, online learning platforms often disseminate course content through non-accessible PDF documents, textbooks and online discussion boards.

Sally is a blind university student who has enrolled in a law degree. She has had significant issues obtaining her resources in accessible formats. It is nearly the end of first semester, and Sally has yet to obtain her required text book for one of her law subjects – despite having purchased the hard copy during her second week. She complained to her disability liaison officer, citing the Standards, but there has been a distinct lack of understanding as to the meaning of ‘reasonable adjustment’.

Sally has been sent articles in PDF files that are extremely large and are not accessible. This results in her having to spend an inordinate amount of time opening the files and locating the actual text that she needs to read. Sally has asked her lecturers and tutors to send smaller files in Word or Rich Text Format, but has been told that they already have to work overtime just to re-scan documents in order to accommodate her.

The university’s online email and discussion boards are completely inaccessible and do not comply with WCAG standards. Sally is falling further and further behind and is extremely stressed, exhausted and frustrated. She has suffered a severe blow to her self-esteem, as she is failing assessments, despite nearly topping her State in her year 12 results.

Even with access to accessible resources and appropriate adaptive technology, students who are blind or have low vision require additional support to access the learning environment. Without adjustments to the school environment and support from visiting teachers and orientation and mobility specialists, students cannot find their way around the learning environment independently and on the same basis as their sighted peers.

Katie is in Year 3 and has low vision. This year her classroom is upstairs, which means that Katie must go up and down unmarked internal stairs in order to get between her classroom and the playground. Katie’s mother organised a meeting with their local Assistant Principal (Vision) from the NSW Department of Education and Communities and the school to discuss options for making the staircase more accessible for Katie. However, the Assistant Principal (Vision) stated that there would be no funding to mark the stairs this year and that the school should not take it upon themselves to do this, as it would not be done correctly. Katie’s teacher also indicated that she would not be moving classrooms. This meant that until funding could be found to mark the stairs, Katie had to be physically guided up and down the stairs.

Access to Adaptive Technology

Access to adaptive technology is also vital in allowing students who are blind or have low vision to access and participate in education on the same basis as other students. This equipment provides access to activities, processes and materials that would otherwise be inaccessible to students who are blind or have low vision.

For example, screen reader software provides access to computer functionality via synthetic speech, refreshable braille displays, or enlarged onscreen text. Without a screen reader, a person who is blind or has low vision cannot access a computer or participate in any activities that require the use of a computer.

Other examples of adaptive technology include closed-circuit televisions (CCTV) for real-time magnification of printed material and braille embossers for producing hardcopy braille by means of computerised braille translation software. Portable audio book players also give students who are blind or have low vision access to DAISY books, which have been produced in a structured audio format that allows users to navigate text by section, paragraph, and page, unlike standard audio books.

Access to adaptive technology is often hampered by the complex funding environment for the compulsory education system, where schools often have to rely on funding from several sources. The inequities, inconsistencies and discriminatory impacts of this patchwork funding system become particularly apparent at major transition points in the education process.

For example, when a child who is blind or has low vision moves from preschool to primary school, they come under a different funding regime, which changes again when they transition into high school. A student who may have had access to appropriate adaptive technology in one funding environment is not guaranteed to have the same access in another, and may not be able to keep the equipment as they transition. This often results in delays, increased stress for students and families and a detrimental impact on a student’s education.

### Knowledge and awareness

* **How aware do you think people in the education community are of the barriers faced by people with disability who want to access education?**
* **To what extent (and in what ways) have the Standards helped to raise awareness among educators and education providers about these barriers?**
* **To what extent has awareness improved over the past five years?**

Since the last review of the Standards in 2010, there continues to be very little awareness of the obligations of education providers under the Standards amongst educators, educational institutions and training facilities for educators. In Vision Australia’s experience, those who work in the special education sector are more likely to be aware of the Standards than those in the mainstream education sector, as they work solely with students with disabilities. Small, private, specialised education providers, such as training colleges, are most likely to be unaware of their obligations under the Standards and how to provide access to students who are blind or have low vision.

Developing an awareness of the Standards and creating positive attitudes towards supporting students with disabilities across the education sector needs to start at the university level. This can only be achieved through the development of mandatory training modules and materials on the Standards and other relevant legislation, including the DDA and UNCRPD, and what they mean for students with disabilities and educators alike.

Given the various demands made on teachers across the sector, it is unrealistic to expect that educators will take it upon themselves to become familiar with the requirements outlined in the Standards. Ongoing professional development should be provided to ensure that teachers are aware of their obligations to students with disabilities under the Standards. A sense of accountability amongst educators towards students with disabilities, as articulated in the Standards, must also be embedded into practice and be common knowledge before a problem arises.

While general awareness of the Standards is poor, educators and providers are aware of and frequently apply the *“unjustifiable hardship on education provider”* exception within the Standards and take advantage of ambiguous language, like *“reasonable steps”*. These have become commonly used loopholes for education providers to make excuses for their shortcomings and avoid providing adjustments to students with disabilities. However, the veracity of such hardship claims can only be tested in the courts, which relies on families making a formal complaint under the DDA with the AHRC.

In our experience, students with disabilities and their families are often unaware of the Standards and their usefulness in advocating for their right to education and holding educational institutions to account. This general lack of awareness is most noticeable amongst students and their families in the compulsory education system, where there are fewer opportunities to share experiences with other students and families and more pressures just to “get by” from day to day. Furthermore, there is no requirement that education providers make students with disabilities or their families aware of their rights under the Standards, and in most cases knowledge is gained through word of mouth.

Students with disabilities and their families living in metropolitan areas may be more aware of the Standards and be much more confident in advocating for their rights with support from the advocacy resources available to them. Tertiary students may also have more support to apply the standards through access to disability liaison officers employed by their university. However, the Standards are often inaccessible to families living in regional or remote areas, or from an Indigenous or Culturally and Linguistically Diverse (CALD) background without the availability of specific resources and advocacy support.

Students with disabilities and their families require access to resource materials that provide basic information about the Standards and guidance about what it is reasonable to expect access to in terms of equipment and reasonable adjustments. The Standards must also be easier to locate on the AHRC website in order to increase awareness, as currently users must navigate through 3 links from the homepage to find the standards. If a user did not know what they were looking for or of the existence of Standards, it would be very difficult to navigate to the relevant information.

### Understanding and advocacy

**To what extent do the Standards make clear the rights of people with disability?**

**To what extent do the Standards make clear the obligations of education providers?**

**To what extent (and in what ways) do you think the Standards are used effectively by people with disability to advocate for their rights?**

Clarity of the Standards

The Standards do not clearly and strongly assert the rights of students with disability and the obligations of educational institutions to respect those rights, consistent with the language of the UNCRPD. As they currently stand, the Standards seem almost to apologise for the fact that students with disability have rights and that it is the duty of education providers to promote and respect them

While the language of the Standards is easy to understand, it is ambiguous in parts. In particular, there is a significant lack of understanding of “accessibility” and “reasonable adjustment” on the part of educators and educational institutions. This is particularly concerning given that accessible curricular materials and technology are vital to the ongoing education of students who are blind or have low vision. This lack of specificity increases the opportunity for many educators and educational institutions to provide only the bare minimum in necessary adjustments for students with disabilities.

Clear guidance is needed around what “accessible” and “accessibility” means in the context of curriculum materials and equipment in order to further inform educators and educational institutions about what constitutes a reasonable adjustment. If this guidance cannot be provided in the Standards themselves, then it should be included in the Guidance Notes or in a separate, more general publication dealing with reasonable adjustments in the education context.

Furthermore, the lack of clarity and specificity in the definitions and phrases used within the Standards makes it difficult to apply them and then measure their effectiveness. For example, the Standards talk about “not discriminating” rather than inclusiveness, which is a more descriptive term with a clearer definition and measurable outcomes. We recognise that the use of the term “not discriminating” is consistent with the language used throughout the DDA, but it is within the scope of this review for standards to be changed to replace the term with inclusiveness.

Using the Standards as an advocacy tool

The Standards are not an effective advocacy tool to achieve a timely or equitable outcome for students who are blind or have low vision and their families. Many feel that they may jeopardise their relationship with or become victimised by their education provider if they refer to the Standards in negotiating adjustments or progress a DDA complaint using the Standards to the AHRC. This is complicated by the fact that the student often remains engaged in the educational institution while their complaint is being investigated.

Students who are blind or have low vision and their families may also not have the time and resources needed to progress a complaint beyond conciliation to the Federal Court of Australia if a resolution is not found. In such circumstances, students with disabilities and their families must balance the emotional and psychological impact of a long and potentially bitter fight against their school with the need to “get on with life”.

Some students who are blind or have low vision and their families may ultimately be excluded from the complaints process altogether. This is particularly so for families in regional and remote areas, who may only have access to one or two local schools within a reasonable travelling distance

Achieving a timely resolution is often made more difficult by the need for independent expert assessments, as defined in the Standards, to be undertaken to determine what adjustments are necessary for a student. While one report may provide a sufficient explanation to justify the need for a range of necessary supports, students are often asked to get medical certification to justify their need for each individual adjustment.

The length of time taken to provide reasonable adjustments may result in the student falling behind in their studies or even withdrawing their enrolment:

Paula started a Masters course, but found the enrolment process completely inaccessible, as the online portal was not compatible with Jaws. Once enrolled, Paula found the email system and online discussion board completely inaccessible. This posed a substantial disadvantage, as assessment included posting on the discussion board. The Disability Support team and lecturers were extremely supportive and the IT team was contacted to re-direct email to Paula’s personal Outlook inbox and to alter the discussion board in order to make it accessible. Paula was given extensions on her assessments in order to allow enough time for these changes to be made, but two weeks later nothing had changed. Paula withdrew from her Masters.

Even when a student’s needs are correctly assessed and they are supplied with appropriate equipment, funding or arrangements for adaptive technology training may not be accounted for:

Jessie is a Year 3 student with oculocutaneous albinism. Jessie’s vision had deteriorated, making it difficult for her to engage with classroom learning materials. A meeting was arranged between her local Assistant Principal (Vision) to discuss her need for a CCTV or similar enlargement tool, where Jessie and her family were told that she was not eligible for CCTV. After further advocacy efforts, a CCTV was procured for Jessie. However, after four months the CCTV remains in a box in the classroom, as no budget for adaptive technology training was assigned to Jessie.

Adaptive technology is no different from any other technology in that it cannot simply be used without proper training and familiarisation. Vision Australia knows of many instances where students who are blind or have low vision have been given complex equipment and left to figure out how to use it by themselves. Some students will be able to independently figure out how to use this technology, but many will not, resulting in the student being no better off with the equipment than they would be without it.

The difficulties associated with using the Standards to find an equitable resolution highlight the need to find a more effective and efficient enforcement and compliance mechanism, without which the Standards will remain significantly under-utilised and limited in the extent to which they can promote the Objects of the DDA.

### Future improvements

**What kinds of barriers remain for people with disability wanting to access and participate in education?**

**What ideas do you have about how the Standards (or information about them) might be improved in future?**

Compliance mechanisms

As highlighted above, the Standards do not provide students who are blind or their families the ability to effectively advocate for their rights and achieve equitable and timely outcomes. This review must, therefore, give serious consideration to increasing the effectiveness of compliance mechanisms to ensure that the Standards are adhered to.

Greater compliance with the Standards could be achieved by introducing a requirement that complaints lodged under the DDA alleging breaches of the Standards be progressed to a conciliation conference within a six-week timeframe.

Setting targets for education providers around awareness, implementation and compliance with the Standards as part of their registration process would also help to increase compliance rates. Education providers would need to report annually on the specific ways in which they are implementing the Standards and the number of complaints made against them in breach of the Standards in order to meet the terms of their registration. This process could be further reinforced through an independent auditing process to highlight any areas in which an educational institution is failing to comply with the Standards.

Regardless of what mechanism is implemented, compliance with the standards will remain low unless adequate funding is provided across the education system, as reasonable adjustments can only be provided if the resources are readily available. At present, funding for students who are blind or have low vision has been inconsistent across Australia. Feedback from Vision Australia’s staff and clients has indicated that students who are blind or have low vision in Victoria fair better in terms of access to visiting teachers and other resources than their counterparts in Queensland

In order to provide equity in the resources available to students with disabilities, it is important that the Federal Government enact the Gonski recommendation that schools receive a specific “disability loading” to recognise the full cost of supporting students with disability. While the completion of the nationwide data collection on disability in schools will help policymakers develop an appropriate disability loading, funding is needed now to help address the urgent needs of students with disabilities, who are disadvantaged over their peers.

Further clarification is also needed from the National Disability Insurance Agency over what educational supports will be included in the National Disability Insurance Scheme (NDIS) and what will fall under the responsibility of the Department of Education in each State and Territory. Currently, there are provisions within the NDIS to support students with disabilities to transition into and between schools. However, there are a variety of needs amongst Students who are blind or have low visions that are currently being unmet through existing funding arrangements that could be provided through the NDIS.

Social participation

While the Standards articulate the right for students with disabilities to participate in the curriculum activities provided by an educational institution on the same basis as a student without a disability, they do not specifically reference social participation. Access to social participation, through playground interaction and classroom and recreational activities, is vital for children’s social and emotional development and should be recognised in the Standards.

Any requirements in the Standards around social participation should be supported by a definition of meaningful participation to ensure that social participation is not provided for in a tokenistic manner.

Meaningful social participation is often seriously hindered by overuse of aides in the playground, which leaves students who are blind or have low vision isolated from their peers. For example, students who are blind or have low vision often do not fully participate in sports activities and clubs within schools. Where they do participate, students are often included by being the “Scorer” with the assistance of a teacher or aide, when simple adjustments, such as a yellow football rather than a brown one would allow the student to fully participate in the activity. Such over protectionist attitudes to students who are blind or have low vision often makes them a target for victimization from other students.

Resources and guidelines

The lack of available resources that describe the Standards in an easy-to-read format is a barrier to increasing greater awareness amongst educators, students who are blind or have low vision and their families. The AHRC does not provide easy access to the Standards on their website and there are limited or no resources available from the AHRC or the Department of Education and Training on the practical applications of the standards.

The onus is typically placed on disability and advocacy organisations and individual education providers to produce such resources, instead of the AHRC and Commonwealth or State Education Departments. Any guidelines produced by these agencies must include principles around what it is reasonable for students who are blind or have low vision to expect from their educational institutions.

### Conclusion

Our submission has highlighted the ineffectiveness of the Standards in providing adequate support for students to who are blind or have low vision to participate in school on the same basis as other students. This ineffectiveness has been perpetuated by the lack of funding and resources made available to schools through existing State and Commonwealth Government funding arrangements.

The funding that has been allocated to support students who are blind or have low vision has been distributed inconsistently across Australia. Students attending schools in one region may have much greater access to teaching support and adaptive technology than students in another region because of the way funding is allocated between regions and by individual schools. This inconsistency in the allocation of supports has resulted in some students remaining virtually and functionally illiterate because funding is not available to provide them with teaching support to learn braille.

In principle, the Standards are designed to promote the rights of students with disability to have full and dignified access to education. However, the reality is that without adequate funding, professional development and compliance monitoring, these measures will never achieve their desired outcome. A more robust complaints process is also required to ensure that students with disability and their families are not penalised for making a complaint against their education provider.

# About Vision Australia

Vision Australia is the leading national provider of services to people who are blind or have low vision. We provide services to approximately 33,000 Australians each year across 28 offices and outreach locations through a mix of charitable donations and Government funding.

Vision Australia’s mission is that people who are blind or have low vision will increasingly be able to live the life they choose by participating fully in every facet of community life. To help realise this goal, we provide high-quality services to the blindness and low vision community in areas, such as:

* early childhood
* orientation and mobility
* employment
* accessible information (including library services)
* recreation
* independent living
* Seeing Eye Dogs
* Advocacy

We have gained a vast knowledge of the experiences and concerns of students who are blind or have low vision and their families in navigating the education system.

Vision Australia staff provide a range of education-related services to children, adolescents and adults involved in formal education, from primary and secondary school to TAFE and tertiary studies. These include:

* Orthoptic vision assessments
* Technology assessments for students from pre-school to TAFE and university levels from our adaptive technology consultants
* Advice and support to children and their families from our children’s services staff
* Support transitioning into and between schools
* A range of library and information services for students either directly or through arrangements with education institutions
* Advocacy advisors who work with students who are blind or have low vision, educators and Disability Liaison Officers in universities and TAFE colleges throughout Australia to help find an equitable support solution

1. Children with Disability Australia (2015) Access to Education Survey. See: <https://www.facebook.com/CDISAUS/posts/1007892575895371> [↑](#endnote-ref-1)