Carter, S. (2013). *From Disability to Learning Gap. How some schools accomplished it*, Pedagogy in Practice Joint LDA and SPELD Conference, Brisbane, September, 2013.

**Abstract**:

This pilot study looks at the mathematics instructional practices and testing accommodations adopted by special education teachers, Support Teachers Literacy and Numeracy and general education teachers. The views and experiences of three participants all performing different roles in primary schools are presented in this paper. This study has been developed in two parts. The first part has been a quantitative study and the results of this will be published independently. The second part of the study, reported in this paper, is qualitative utilising a case study methodology. The findings suggest that decisions regarding the selection and implementation of instructional practices and accommodations are made in a collaborative manner, with three specific layers: firstly from a whole school perspective; then refined by teams of teachers and often involving the Head of Special Education, the Head of Curriculum, The Support Teacher Literacy and Numeracy; and thirdly by the individual class teacher. It appears from the findings that decisions are made with emphasis on the needs of the individual child and the specific gap in their learning rather than on the basis of a specific disability label.