

IEP Disability Statements for the Social Model of Disability

In a nutshell: You can name the student, name the disability, and name why the school cannot integrate the accommodations/specially designed instruction/modifications into the general education environment, thus necessitating the development and implementation of an IEP. The student is not broken; this document outlines how the school and staff will ensure that the school's limitations do not negatively impact the learning of the specific child named in the IEP. We've provided some examples for specific disability categories below, but you should feel empowered to craft your own disability statement in collaboration with students and families. Three general templates that can be used for any/all eligibility categories are included after the specific disability category table.

Disability Category (in order of prevalence)	Statement
Specific Learning Disability	STUDENT qualifies for special education services under the category of Specific Learning disability in reading/writing/math (dyslexia/dysgraphia,dyscalculia). This learning difference makes accessing general education curriculum without specially designed instruction and accommodations (or modifications, or both) very difficult, as general education instruction is designed for access by learners without specific learning disabilities.
Speech & Language Impairment	STUDENT qualifies for special education services under the category of Speech and Language Impairment, due to [name specific SLI here mixed receptive/expressive language delay, dysfluency, phonological disorder, etc). STUDENT'S [name SLI] impacts their ability to effectively access their general education instruction [and communicate with school staff and peers]. Specially designed instruction and accommodations to support successful and authentic communication ensures full participation across academic and social environments.
Other Health Impairment (ADHD)	STUDENT qualifies for special education services under the category of Other Health Impairment. His/Her/Their ADHD makes meeting the neurotypical expectations around focusing and inhibiting impulses without accommodations difficult without intentional adaptations by the staff and instruction in executive skills.
Autism	STUDENT qualifies for special education services under the category of Autism Spectrum Disorder. He/She/They benefit(s) from specially designed instruction and accommodations to successfully navigate a school that was not designed for the way he/she/they process(es) information, learn(s), and communicate(s). His/her/their Autistic brain style is not an intuitive match for the general education environment, largely built by (and for) neurotypical learners.

Developmental Delay	STUDENT qualifies for special education services under the category of Developmental Delay.
Intellectual Disability	STUDENT qualifies for special education services under the category of Intellectual Disability. Differences in [sensory processing, communication, learning, regulation, motor function, etc.], which are present in [name diagnosis/eligibility category using person or identity first language – as specified by student and family], impact STUDENT's access to the academic, adaptive, and social learning opportunities present within a general education classroom. Specially designed instruction, accommodations [and sometimes modifications] are necessary in order to ensure STUDENT's full access to a free and appropriate education.
Emotional Behavioral Disability	Differences in [sensory processing, communication, learning, regulation, motor function, etc.], which are present in [name diagnosis/eligibility category using person or identity first language – as specified by student and family], impact STUDENT's access to the academic, adaptive, and social learning opportunities present within a general education classroom. Specially designed instruction, accommodations [and sometimes modifications] are necessary in order to ensure STUDENT's full access to a free and appropriate education.
Multiple Disabilities	Differences in [sensory processing, communication, learning, regulation, motor function, etc.], which are present in [name diagnosis/eligibility category using person or identity first language – as specified by student and family], impact STUDENT's access to the academic, adaptive, and social learning opportunities present within a general education classroom. Specially designed instruction, accommodations [and sometimes modifications] are necessary in order to ensure STUDENT's full access to a free and appropriate education.
Hearing Impairment	STUDENT qualifies for special education services under the category of hearing impairment. Their full access to a free and appropriate education is impacted by the design of general education instruction for hearing, nondisabled students. The school's provision of specially designed instruction and accommodations (and/or modifications) will reconcile this mismatch and ensure STUDENT's access to FAPE.
General/Adaptable to All Eligibilities	General education is, by virtue of being 'general,' designed for non-disabled, neurotypical learners. STUDENT's diagnosis of/neurotype means that there are barriers to them being able to access a free and appropriate public education through the general education offerings. Specially designed instruction, accommodations to

	the environment and teaching approach, and/or modifications to the environment, teaching approach, or material are necessary in order to provide STUDENT with full access to a free and appropriate education.
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STUDENT'S + diagnosis of/neurotype means that accessing academics, social interaction, and applied learning through the general education

The general education schooling process does not support the learning / processing / communication / social and emotional / executive functioning needs of a [eligibility category/diagnosis] learner. STUDENT requires [specific elements in IEP] in order to fully access their education.

Differences in [sensory processing, communication, learning, regulation, motor function, etc.], which are present in [name diagnosis/eligibility category using person or identity first language – as specified by student and family], impact STUDENT's access to the academic, adaptive, and social learning opportunities present within a general education classroom. Specially designed instruction, accommodations [and sometimes modifications] are necessary in order to ensure STUDENT's full access to a free and appropriate education.