



Deputy Secretary
Meg Brighton

Ms Joanna Abhayaratna
Executive Director
Office of Impact Analysis
Department of the Prime Minister and Cabinet
1 National Circuit
BARTON ACT 2600

Dear Ms Abhayaratna

Certification as Impact Analysis Equivalent: Disability Standards for Education Amendments

I am writing to certify that the attached reports have undertaken a process and analysis equivalent to an Impact Analysis. The documents are:

- Final Report of the 2020 Review of the Disability Standards for Education 2005
- Impact Analysis Equivalent: Supplementary analysis – Disability Standards for Education 2005 Amendments

I certify that these documents adequately address all seven impact analysis questions for the purposes of including specified early childhood education and care services within the Disability Standards for Education 2005.

The regulatory burden to business, community organisations or individuals is quantified using the Australian Government's *Regulatory Burden Measurement Framework* and is provided below.

Early childhood education and care providers already have existing obligations under the *Disability Discrimination Act 1992*, including implementing policies and practices to ensure they are not discriminating based on disability.

The estimate table (below) reflects a one-year cost, as after the first year the practices and policies associated with implementing the changes will be business as usual as per the implementation of the current regulatory requirements under the *Disability Discrimination Act*.

Regulatory burden estimate table

Average annual regulatory costs (from business as usual) (\$ million)				
Change in costs	Business	Community organisations	Individuals	Total change in costs
Total, by sector	\$31.22	Nil	\$1.23	\$32.45

Accordingly, I am satisfied that the attached reports are consistent with the *Australian Government Guide to Regulatory Impact Analysis*.

Yours sincerely



Meg Brighton
25 September 2025

Encl.

**Final Report of the 2020 Review of the Disability Standards for Education 2005
Impact Analysis Equivalent: Supplementary Analysis Report – Disability Standards
for Education 2005 Amendments**