



Have a Say – How would inclusion work for your child?

- Focus on what children can do
- Where is there a one stop shop for information for parents?
- Support and train kindy and child care staff to identify, support, educate and include children on the spectrum
- Inclusion- support for student to do their best in an environment that enables and facilitates opportunities the same way for children without disabilities
- Guidelines for parents about info of processes of diagnoses and resources and funding eg what is available and how to obtain
- Has DECD considered implementing into more schools “abstract” style programs? For example, specific programs to work on neuroplasticity development. Like Arrowsmith, Neurofit, Brain Balance
- Staffing
- Sensory play
- More inclusions eg all children go to mainstream excursions
- Peer class, joint assemblies
- Sports day
- Disability awareness
- End of year performance
- Helpers licence for mainstream students
- Parents need to push
- Child is placed in a disability unit. Very happy with the model of structured support within a mainstream environment. Want child to have a peer group so that they are appreciated and valued in their own right which the unit provides
- Each child needs to be assessed on their own individual requirements and hopefully school community can support this. Again too, the mindset and attitude of family support needs to be taken into consideration.
- NDIA has made a detrimental impact on DECD
- Adapt furniture
- Listen to therapists
- Took too long to get ramps – over 7 months – resulting in physical injury on a regular basis
- Parents constantly need to advocate – “push” – for necessary adaptations. Feel like they are fighting the system. Don’t feel respected, often not believed.
- Lack of notice for “meetings”
- Parents told they “can’t bring anyone else” – no advocate or therapists
- Everything seems to hinge on attitude of leadership
- Fear of backlash
- Parents having “burn out” from fighting for their child.
- Parents not having the knowledge or capacity to know their rights
- Disability advocates too busy – not always available



- Impact of reduced attendance on families – mental health, inability to work, financial stress, need for carer/grandparent to cover
- Value parents opinions, thoughts and observations
- Inclusion offers every child the right to have their needs meet (individual)
- Safe learning environment
- We would like to see a greater number and range of specialist options, all of which have the mandate and resourcing to expand to meet demand
- Parents should be able to visit and tour several local specialist options and make a choice about the best environment for their child in just the same way as parents of children without disability.
- New possible names: inclusive learning hubs; specialist learning pods
- Recruiting of staff – mindset over qualifications
- Flexibility
- Creativity
- Individual pathways
- Diversity of environments
- Starts with leadership
- Accommodation of behaviours where appropriate
- Options re assembly in/out and other things
- Inclusion doesn't look the same for everyone
- Transferable supports from primary to high school eg therapist
- Listening/acting
- Principles to be mandated
- Information to be given to all persons involved in the child's education
- Update Act from 1974 – mandate the principles
- Change how teachers are taught at unit level
- Share/educate these MAC:CSWD principles of inclusion with all of DECD not just those in the "special" stream
- Parent had to advocate for son's high level of intelligence to teachers. Only now being recognised for high science aptitude
- Timely recognition/diagnosis/assessment would have meant early adjustments/intervention/education plan
- Late diagnosis (year 7) answered the questions why he had difficulties in schooling until now
- The school recommended a special school because the child is significantly delayed in year 4
- Parents have to persuade the school to negotiate the subject areas that their child will access
- "Alternate arrangements" for NAPLAN
- School asking parents – do you have NDIS funding?
- Defence liaison officers – great communication – helped ease transition interstate