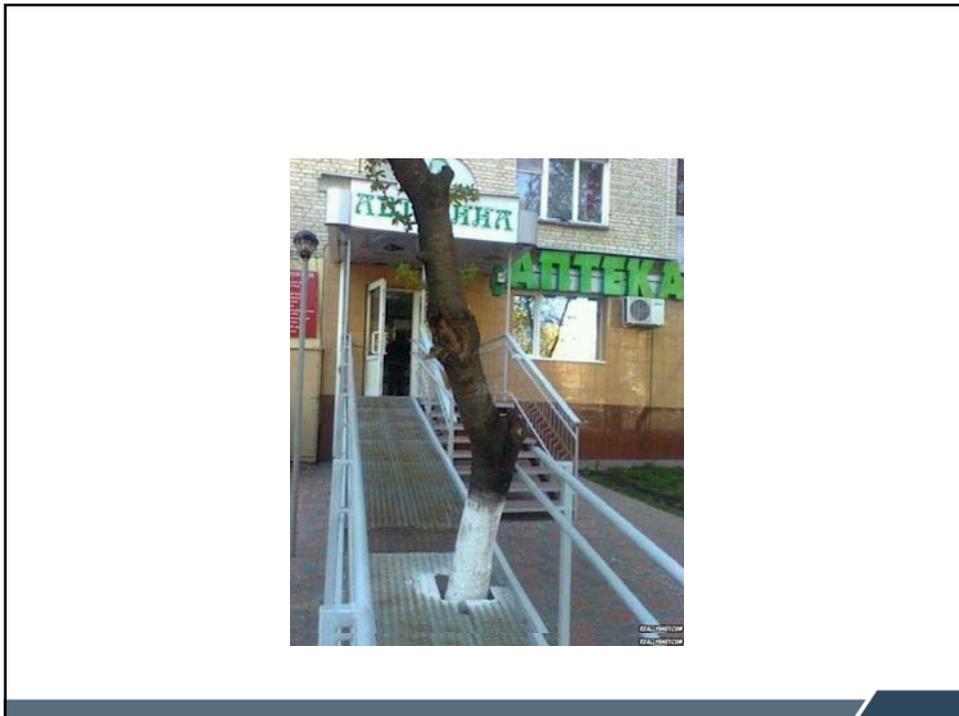# Inclusive Design

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Disability Policy and Programs
Special Options

Government of South Australia
Department for Education and Child Development

An Inclusive Education System

DECD aims at building a strong future for children by making the South Australian Education and Child Development system world class.
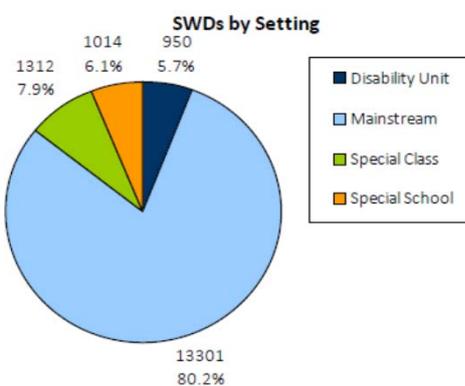
Part of this vision is to support the unique needs and aspirations of each child and young person.

DECD has a high commitment in supporting an equitable and inclusive education system where all children and young people learn in inclusive and positive climates and achieve outcomes through a culture of excellence and high expectation.
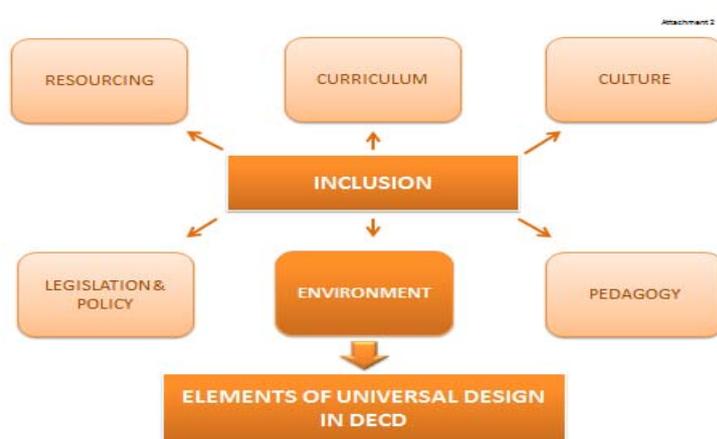
Data

Enrolment of students with disability in DECD schools.

The majority of students are enrolled in mainstream schools.

SWDs by Setting

■ Disability Unit	950 — 5.7%
■ Mainstream	13301 — 80.2%
■ Special Class	1014 — 6.1%
■ Special School	1312 — 7.9%

To enhance choice and opportunity for students with disability in mainstream and special options, significant work is occurring across DECD with a focus on inclusive design and its implications to support and enable inclusive education practice within our schools.

For this presentation DPP outlines six elements to be considered in order to achieve inclusive education practice across DECD.

Attachment 2

RESOURCING

CURRICULUM

CULTURE

INCLUSION

LEGISLATION & POLICY

ENVIRONMENT

PEDAGOGY

ELEMENTS OF UNIVERSAL DESIGN IN DECD

A child or student's learning can be influenced by their learning environment and their ability to interact with that environment.

- We want to enable everyone to access and engage in their education without ongoing changes or modifications to building environments, inclusive design considerations can support this.

- Universal design thinking can help us to create more inclusive education environments.

7 Principles of Universal Design

Core research underpinning inclusive building design has been driven by the 7 Principles of Universal Design created by the Center for Universal Design at North Carolina State University.

Universal Design aspires to benefit **every** member of the population by promoting accessible and usable products, services and environments.

DECD supports Universal Design to facilitate learning practices that are delivered as a whole school approach in preference to an individual classroom approach.

The Disability Act 2005 defines Universal Design or U.D. as:

The design and composition of an environment so that it may be accessed, understood and used;

- To the greatest possible extent
- In the most independent and natural manner possible
- In the widest possible range of situations
- Without the need for adaptation, modification, assistive devices or specialised solutions, by any persons of any age or size or having any particular physical, sensory, mental health or intellectual ability or disability.

The 7 Principles of Universal Design are:

1. Equitable – safe, respectful and engaging learning environments

2. Flexible – flexible and responsive to current and changing needs of the school community

3. Simple and intuitive – design which is easy to understand and access by all users

The 7 Principals of Universal Design cont….

4. Perceptible information – design communicates necessary information to all users

5. Tolerance for error – hazard/risk minimisation

6. Low physical effort – minimise fatigue through efficiency of design

7. Size and space for approach and use – provision of size and space to support access, learning and engagement

New Schools

We have the exciting opportunity to be part of the design process for the 3 new DECD schools in the following areas:

- North – Andrews Farm
- South – Aldinga area
- Whyalla B – 12

DECD pre/school building projects will support the inclusion of all students and develop a systemic approach to delivering inclusive new schools in the future.

DECD Design Standards

- DECD design standards provide standards to meet legislative requirements for contractors who design, build and maintain SA government schools and preschools and must be used for all new builds and refurbishments.

- The design standards are structured for continual improvement to incorporate new developments, concepts and feedback.

Universal Design and Education
Universal Design supports learning for all.

Learning environments can enable curriculum to be differentiated to give all individuals equal opportunities to learn. They should not be a one-size-fits-all solution – but rather a flexible, customized and adjustable environment to meet individual needs;
- learners differ in the ways that they perceive and comprehend information.
- learners differ in the ways that they can navigate a learning environment and express what they know
- learners differ markedly in the ways in which they can be engaged or motivated to learn

Building on these understandings of learners we are developing core education principles of inclusion that can be enabled through Universal Design.

- Inclusion
- Flexibility
- Least restrictive
- Equity
- Tailored supports
- Accessibility

New School Design Considerations

Connecting building standards and Universal Design with core education principles in future school designs.

Inclusion – a choice of graduated levels of learning environments is offered to support various and diverse learners according to their functional learning and educational needs.

The design features of the new schools will support inclusion and accessibility through a range of inclusive learning environments to offer choice and flexibility to all students.
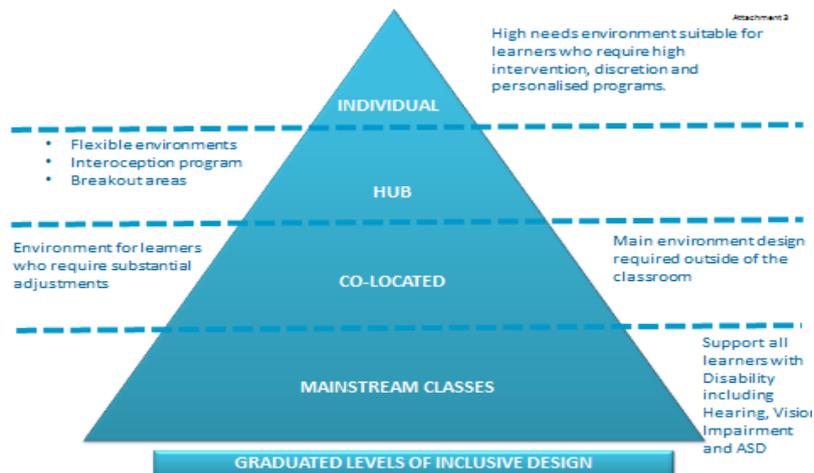
- **Flexibility** – learning environments where all learners learn across a range of safe, healthy and sustainable environments

- **Least restrictive** -Welcoming environments and facilities support physical, emotional and wellbeing of all students and staff. Design supports inclusion with a choice of indoor and outdoor spaces to support individual and group learning

- **Equity** -Diversity of all learners is supported. The provision of privacy, security and safety is equally available for all users and is appealing for all users.

- **Tailored design** - Facilities offer a variety of spaces to meet all needs acknowledging some learners require extensive adjustment to the curriculum, pedagogy and their support will require flexible facilities to be personalised.

- **Accessible** -Design principles maximise accessibility to all members of the school community. Location would be easily and safely accessed.

In conclusion

Our goal is to design inclusive learning environments where universal design benefits school populations of all ages and abilities without the need for adaptation or specialised design

In Disability Policy and Programs (DPP) we have a focus on the provision of inclusive education for all students with a diverse range of learning abilities

Ministerial Advisory Council for Children and Students with Disability

As you are aware the committee produced a report *(https://www.decd.sa.gov.au/sites/g/files/net691/f/effective-building-practices-for-children-and-students-with-disability-august-2016.pdf)* which informed the DECD intranet webpages. The web pages have been written in plain English to be friendly for parents and carers.

MAC:CSWD also offered us to share the link to the 'Design for everyone' webpages that were developed and went live in late January *https://www.decd.sa.gov.au/sites-and-facilities/facilities-maintenance-and-design/design-everyone* .

Planning requires an awareness and appreciation of the diverse abilities of people.

To inform our work, Disability Policy and Programs would like your input to how you think Universal Design Principles **AND** education could look like in an inclusive new school build.