

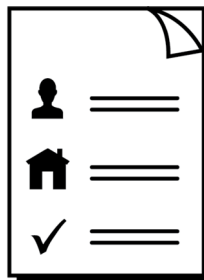


Children and Young People
with Disability Australia



Starting together, staying together

What we think about moving to inclusive education



Easy Read

About this book



This book is from Children and Young People with Disability Australia or CYDA.



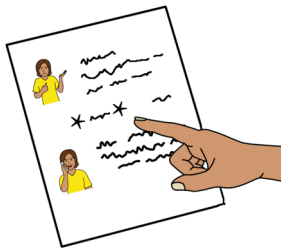
We support the rights of children and young people with disability.



You can read more information about this topic on our website at cyda.org.au



This book is written in a way that is easy to understand.



We add a star before and after ***hard words***. Then we explain what the words mean.



You can ask someone to help you read and understand this book.



Contact information is at the end of this book.

What is *inclusive education*?

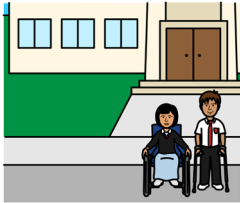


Inclusive education means

- everyone gets the same education

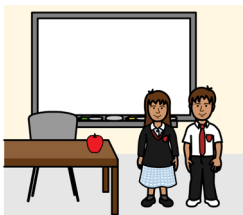


- all students are in the same place and get the support they need to learn.



Inclusive education means moving away from

- ***special schools***



- ***mainstream education***.



Special schools are where only students with disability go to learn.



Mainstream education is where students of different abilities go to learn.



Inclusive education is a new way for everyone to learn together.

What we think about inclusive education



We think our society would be better if all children and young people learnt together.

What must happen?



We must think big and work towards inclusive education.

Starting together



We think all children should start school together.

Children of all abilities learn better together.

Inclusive places



We think all students should be able to

- ***access*** school



- enjoy school



- be safe at school.



Access means

- everyone can go to the school



- everyone can move around the buildings and spaces at school



- everyone has the support and equipment they need at school.

Staying together



We think students of all abilities should go to high school together.



High school should reflect life outside of school.

For example, outside of school everyone can work, learn and do things together.

Life after school



We think everyone should have the same options for life after school.



For example

- more learning



- work



- travel.



Planning for an inclusive education

We think governments need to make a plan to move away from 2 different types of education.



The plan must help all students move smoothly to a new inclusive education.

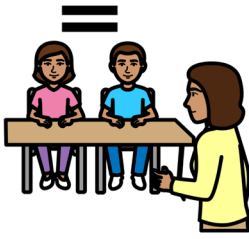


The plan must have clear information about how and when things will be done.



Governments must listen to young people with disability and their families.

The same learning journey



We think inclusive education will bring all students together on the same learning journey.

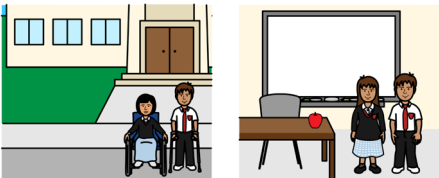


The new learning journey must

- put student needs first
- have the right supports and systems.



What we have now



We have 2 types of education – special schools and mainstream schools.



We must move towards 1 type of education – inclusive education for everyone.

Our *research*



We did some research.



Research means we ask questions to learn more about something.



We found that many young people

- did not get the support they needed at school

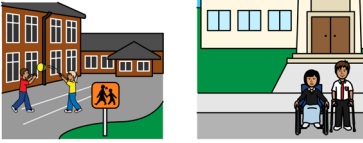


- were bullied at school



- were left out of school events and activities.

***Segregation* does not work**

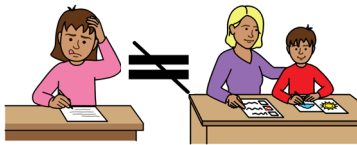


Segregation means students with disability learn in a different place to other students.



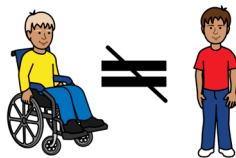
Segregation means children with disability

- find it harder to make friends in their community



- do not have the same learning and work options as other students.

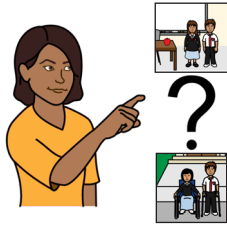
Segregation is ***discrimination***.



Discrimination means someone with disability is not treated fairly.



Parents do not have real choice.



Most parents feel they have to choose a mainstream or special school for their child.



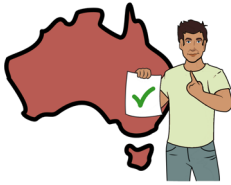
Many parents want inclusive education where their child gets the supports they need.

Steps to inclusive education



We think the government should take steps to move to inclusive education.

For example



- the government should make a national plan and laws about inclusion at all levels of education



- states and territories must follow the plan and laws about inclusive education



- there should be an ***independent body*** to
 - make sure the plan works



- hear ***complaints***.



Independent body means an organisation that is **not** part of the government.



Complaint means a person tells someone they are not happy about something.

A good future for children and young people with disability

We think children and young people with disability will have a good future if



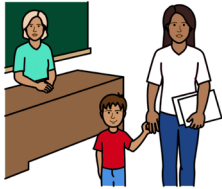
- all students learn together



- everyone at school welcomes and includes people with disability



- schools have the right money, support and staff training for inclusive education.



We think schools should have the right ***adjustments*** for people with different needs.



Adjustments might be

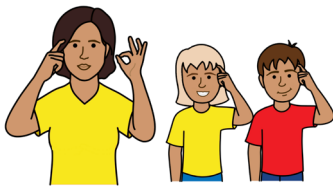
- braille, Auslan and communication aids



- help to do school work with other students

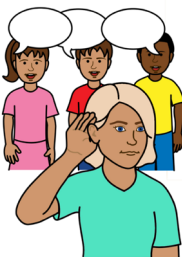


- different spaces and supports at school.



We also think

- people must believe inclusive education will work well



- schools should get ***feedback*** from students with disability and their families
 - feedback means to listen to ideas



- all students should leave school with options to do what they want
 - for example, work or more learning.



More information

For more information contact CYDA.

Call 03 9417 1025

Website cyda.org.au

Email info@cyda.org.au



If you need help to speak or listen, the National Relay Service can help you make a call.

Call 1800 555 660

Website accesshub.gov.au/nrs-helpdesk



If you need help with other languages, contact the Translating and Interpreting Service.

Call 131 450

Website tisonational.gov.au

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