

Designing reasonable adjustments to support school inclusion

for children with a disability

Evidence Review Summary

Enhancers of Inclusive Education

Making adjustments	The Disability Standards Education 2005 compels schools to make reasonable adjustments so that students with disability are treated on the same basis as other students. Walsh found in a survey of Qld schools the following were being used: allocation of additional staff supports, alterations to lessons, physical alterations of school grounds or assigning children to physical classrooms that meet their mobility needs, low-level nursing and personal care assistance (1). MSSD projects have also identified the benefits of curriculum differentiation, often through the assistance of specialist teachers or allied health professionals (2, 3) and use of assistive technologies (2, 4).
Time for planning	A recurring theme in the literature was that effective inclusive education requires planning time set aside for teachers to work collaboratively with specialists and ESS (3, 5-12).
Developing relationships	Another recurring theme was that positive collaborative relationships need to be fostered among staff and with families (13, 14). Peer relationships for children have also been found to be critical to successful inclusion (13, 14).
Supervision and coaching of teacher assistants	Pre-service training and continuing professional development have been found to be associated with enhanced inclusive education (10, 12, 15-22).
Access to resources	There appears to be a continuing belief of stakeholders that successful inclusion is conditional upon adequate resources (23).
Leadership	Leadership that embraces inclusion has been found to provide an environment or school culture that fosters inclusion (24, 25). Principals of Specialist Schools have been involved in projects in which they provide peer support to develop leadership across network schools (e.g., Bastow) (26)
Developing a culture of inclusion	When the whole school fosters a culture of inclusion, students have been found to benefit not only from the practices of good teaching, but also collaborative positive peer interactions, which benefit all students (7, 11, 27).

MSSD = More Supports for Students with Disabilities; ESS = Education Support Staff

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