**Disability Discrimination Commissioner National Consultations**

**Education Video Transcript**

The right to learn and access education opportunities on an equal basis with others is a fundamental human right, but one that many people with disability do not enjoy.

You told me that there is a systemic culture of low expectations about students with disability succeeding in education. Students with disability are often segregated in special schools and education units. Resources, culture, attitudes and practice do not match policy documents and statements about ensuring an inclusive education for all students. And there is both a lack of resources, and the inappropriate use of resources, which prevents individual needs of students with disability being met in schools.

You told me that schools and universities aren’t always accessible to people with disability, because they aren’t designed to accommodate the different physical, sensory and communication needs of people with disability. The curriculum, learning environments and assessments are not flexible or adaptable to the unique needs of students. And the process for negotiating reasonable adjustments is often difficult, stressful, adversarial and doesn’t always result in a positive outcome for the student with disability or their family.

You also told me that students with disability are frequently excluded from school activities and subject to bullying by other students and teachers. Suspension and expulsion are used to manage the behaviour of students with disability, and, more seriously, there is inconsistent, unregulated and unmonitored use of seclusion and restraint against students with disability in schools. This indicates a lack of resources, skills and training of principals and teachers to create inclusive school cultures and respond to the needs of students with disability.

There is widespread agreement that students with disability thrive when they are provided with individualised and appropriate support to participate in mainstream classrooms with their peers, and when the schools they attend support and create an inclusive school culture. A lot of people also agreed that there is a need for more comprehensive and mandatory training for teachers on inclusive education, practical resources on how to implement reasonable adjustments and more flexible curriculums, learning environments and assessments.

We will know that people with disability are enjoying their right to education on an equal basis with others when they have equitable and participatory learning experiences in environments that meet their requirements and preferences.