

## Critical issue module 3

### Children with disabilities

#### Topic 4 Planning and implementation

#### Handout 3



### Duty bearer analysis of school environments for children with disabilities

Duty bearers	Right holders			
	Child with a disability	Parent of child with a disability	Teacher	Headteacher and school governors
<i>Listed below are the direct responsibilities to the right holders</i>				
<b>Child</b>	To include children with disabilities in play activities, games, and to support them in overcoming environmental challenges	To share with their parents challenges that they experience when exercising their rights		
<b>Parent of child without disability</b>	To raise their children without prejudice, encouraging them to include children with disabilities in their play, and support them in their schooling	Provide support, refrain from stigmatising language		
<b>Parent of child with disability</b>	To support their child with a disability without discrimination and on par with other children in the family, and as best they can to support the child in the exercise of their rights ... lobby school, local services, cultural activities, play	Support each other, forming self help groups, sharing information, collaborating in lobbying for improvements	Encourage teachers in understanding how their child's disability can be accommodated	





<b>Duty bearers</b>	<b>Right holders</b>			
	<b>Child with a disability</b>	<b>Parent of child with a disability</b>	<b>Teacher</b>	<b>Headteacher and school governors</b>
<i>Listed below are the direct responsibilities to the right holders</i>				
<b>Community leader or religious leader</b>	Ensure that prejudices against children with disabilities are countered with appropriate messages about equality and from religious texts. Challenge negative perception of disability. Welcome children with disabilities and their parents into community and religious activities	Ensure parents are not stigmatised, but supported in overcoming the environmental, cultural and social challenges being experienced		Support school governors in maintaining a non-discriminatory environment
<b>Teacher</b>	To take advantage of professional development opportunities, to be innovative and inclusive	Seek and include parents' support in education		
<b>Head teacher</b>	Ensure that child protection systems are in place and check they are operating by regularly seeking feedback from children with disabilities and other children		Encourage and support teachers, holding them accountable through regular staff appraisals	
<b>School board</b>	Ensure that the school is prepared and equipped to accommodate children with disabilities, and seek feedback from children as to challenges that may need to be overcome			
<b>Camp committee</b>	Ensure that every child with a disability is registered and that services established are not discriminatory, teachers are supported etc.		Ensure teachers are appropriately supported	





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<i>Listed below are the direct responsibilities to the right holders</i>				
<b>Education authorities</b>	Inspectorate ensures that inspectorate regimes are disability conscious, and that the situation of children with disabilities is monitored. Where possible, provide for support to teaches on inclusive education (teaching methods class arrangements, appropriate teaching materials)		Ensure teachers get appropriate leadership, material and professional support	Provide guidance and support on inclusion of children with disability
<b>National Government</b>	Ensure legislation and policy removes barrier and obstacles to provisions for disabling environments, with plan for progressively improving realisation of rights		Provide appropriate education policy environment and resourcing to build up specialist service provisions	

