

KEELONITH PRIMARY SCHOOL

REASONABLE ADJUSTMENT FOR STUDENTS WITH A DISABILITY

The Department understands that the strengths, needs and interests of students will vary both within and between schools, and this must be considered when planning infrastructure projects. School facilities must also be inclusive and cater for students with diverse physical, cognitive, social emotional and sensory abilities. This commitment is reflected in the Department's *Building Quality Standards Handbook*, a handbook which describes the minimum requirements for school design.

The design of all schools to open in 2021 reflect the *Universal Design Principles*. The seven Universal Design Principles concern the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design¹.

The Universal Design Principles are:

Equitable use: the design is useful and marketable to people with diverse abilities

Flexibility in use: the design accommodates a wide range of individual preferences and abilities

Simple and intuitive use: use of the facility is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level

Perceptible information: the design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities

Tolerance for error: the design minimises hazards and the adverse consequences of accidental or unintended actions

Low physical effort: the design can be used efficiently and comfortably and with a minimum of fatigue

Size and space for approach and use: appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Supported Inclusion Schools Additional Support Overview

The school will be specifically designed to provide inclusive education for a substantial cohort of students with disabilities (around 10% of the Long-Term Enrolment) within mainstream settings.

The school will build on models of inclusive education and inclusive facilities design implemented previously at Victorian government schools, such as Armstrong Creek School, which incorporates primary and special school components within a single, integrated school.

Key design considerations for these schools include:

- ✦ Ensuring equity of access by making indoor and outdoor areas accessible to those in wheelchairs or with limited mobility
- ✦ Provision of additional support spaces, such as consulting and sensory spaces, to support the needs of students with disabilities and specialist support provided by allied health professionals and others
- ✦ Provision of multiple learning settings which can support a range of group sizes, recognising that the degree to which each learner participates in mainstream classrooms can be determined according to need, ability and assessed benefit, and that a 'one size fits all' approach to inclusion may not be appropriate
- ✦ Provision of aesthetically pleasing and welcoming environments to support the physical and emotional health and wellbeing of all students and staff

For further information refer to VSBA Supported Inclusion Schools Functional Brief in full.

¹ <http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/>