

Disability Terminology: Story 1: Integration

A small village school built on a hilly area in a rural area had about 50 students. None of the children had disabilities but one day, Zola - one of the young girls at the school - had a car accident and was paralysed. Zola needed to use a wheelchair. Her family were supportive and wanted her to finish her education. They met with the Head Teacher at the school who agreed to make a ramp next to the steps at the main entrance and to organize for one of the toilets to be modified so that Zola could continue her classes. The timetable was adapted so that none of her classes were held in the block which was only accessible by a flight of steps, and when it came to lunchtime her friends helped her to get up the three steps into the separate lunch area.

Disability Terminology: Story 2: Mainstreaming

A small village school in a rural area had about 50 students. When one of the children, Zola, had an accident and needed to use a wheelchair, the school realized that changes were needed to accommodate Zola and other children with disabilities in the community. While she went through her rehabilitation, they added a ramp to the side of the school to make the classrooms which were only accessible by a flight of steps fully accessible. They also combined two of the toilets in each block so that there was a large accessible toilet in every area of the school. Some new adjustable height desks were purchased to ensure that all children, including Zola, who needed a higher or lower desk could sit comfortably. Staff, pupils and parents were given more information about disability too. The changes also encouraged other children with disabilities to apply to the school because it was now fully accessible to them.

Disability Terminology: Story 3: Inclusion

A small village school is planned. The design takes into account the rights and needs of people with different disabilities by consulting widely and taking a rights-based approach in line with strong national and international laws and conventions. From the start all of the areas of the school are accessible with ramps, large bathrooms that are easy for everyone to use, lighting that helps people with poor vision see the board well, clear signs to assist people with hearing disabilities, and other features that ensure that children with disabilities have their needs met. Staff, pupils, and parents are educated on disability issues and the curriculum meets the needs of different students. When one of the children, Zola, had an accident and needed to use a wheelchair the school was already fully accessible for her needs and the staff and pupils welcomed her back. Zola already had friends in her class and community with disabilities which also meant she wasn't nervous about returning to school.