

# Taking Control

Students' rights and responsibilities



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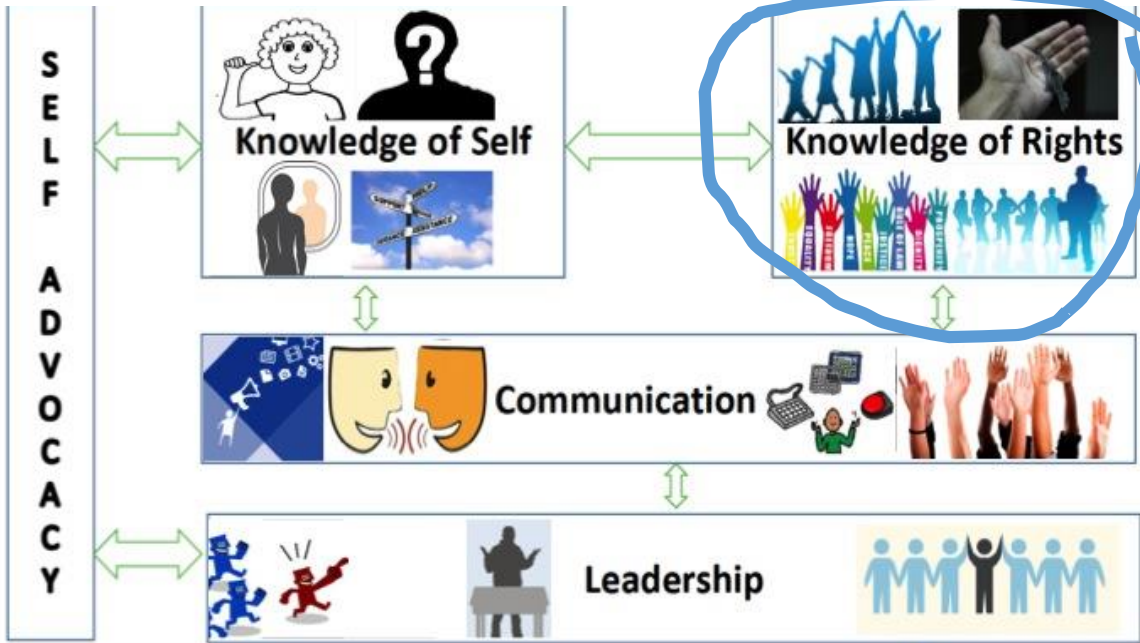
*In this module we will look at the importance of recognising students' rights and responsibilities and the stages towards self-advocacy and leadership.*





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# David Test Model



**nsttac**  
Steps to Self  
Advocacy  
David Test et al

**Self-awareness**  
*Sample sub-components include*

- Strengths
- Preferences
- Goals
- Dreams
- Interests
- Learning style
- Support needs
- Accommodation needs
- Characteristics of one's disability
- Responsibilities

**Knowledge of Rights**  
*Sample sub-components include*

- Personal rights
- Community rights
- Human service rights
- Consumer rights
- Educational rights
- Steps to redress violations
- Steps to advocate for change
- Knowledge of resources

SELF  
ADVOCACY

**Communication**  
*Sample sub-components include*

- Assertiveness
- Negotiation
- Articulation
- Body Language
- Use of assistive technology
- Listening
- Persuasion
- Compromise

**Leadership**  
*Sample sub-components include*

- Knowledge of group's rights
- Advocating for others or for causes
- Political action
- Knowledge of resources
- Organizational participation
- Team dynamics and roles

# What are our education rights?



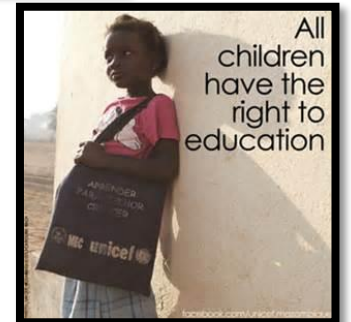
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## Education

It's against the law for a school or other education provider to treat disabled students unfavourably.

This includes:

- direct discrimination, for example refusing admission to a student because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they've complained about harassment



# *What are reasonable adjustments?*



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## **Reasonable adjustments**

- An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).
- Schools are not subject to the reasonable adjustment duty to make alterations to physical features, like adding ramps. They must make the buildings accessible for their disabled pupils as part of their overall planning duties.



# *What are reasonable adjustments?*

## **Special Educational Needs and Disabilities (SEND)**

All publicly funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with [special educational needs and disabilities \(SEND\)](#).

If a child has an [education, health and care \(EHC\) plan](#) or a [statement of special educational needs](#), these must be reviewed annually. From year 9 the child will get a full review to understand what support they will need to prepare them for adulthood.



## **Higher education**

All universities and higher education colleges should have a person in charge of disability issues that you can talk to about the support they offer.

You can also ask local social services for an [assessment](#) to help with your day-to-day living needs.



## Debate questions – rights and responsibilities

1. Is it a student's right to choose their own learning goals?
2. Do students with severe learning disabilities have the right to be included in a mainstream school?
3. What % of a lesson should be led by a teacher?
4. Who is in charge of students' progress?
5. Does a parent of a highly performing student have the right to request for their child to be in a classroom that does not include learners with disabilities?



# Discussions

- How do you feel about handing these responsibilities to students?
- How effective is it to use these debating tools with students?
- How could you create opportunities for leadership within your classroom?

