**Video Transcript: We asked young people living with disability what ways they were excluded in school.**

**Narration**:

We asked young people living with disability what ways they were excluded in school.

The following statements may be distressing to hear. But we believe they are important to share in order to understand what ways we, as a society, need to improve.

**Ben**:

I was really not included at school.

**Leeanne**:

This school was so distressing for me that I wanted nothing to do with it.

The feeling of relief when I just threw out that year book, like it hadn’t happened was so amazing.

**Ben**:

I was treated like a shadow to everybody.

**Leeanne**:

Year 6, 7, 8 & 9 seemed to be the worst years I think for bullying, Or at least in my case it certainly was. Um, which is why I left my first high school as well.

**Ben**:

Even at primary school I got bullied. He threw a pencil, or maybe a pen, at my head, thought it was funny. But it was not.

**Kaila**:

At primary school I didn’t feel very included or understood. I don’t think they ever even heard of what Autism was before they had met me you know, before I got diagnosed.

**Nick**:

One of the most traumatic things that happened at school, was earlier than high school, was in primary school. I came to the first day of year five, at that school, and my classroom was put upstairs, um, and I couldn’t access the room.

**Jocelyn**:

When I acquired my disability, I wasn’t able to continue at the school I was at because they weren’t able to accommodate my needs physically or within the curriculum.

Going from being able to do the things I had been doing to being paralysed and not only not being able to continue school, not being able to continue sport, but also it meant that I didn’t see any of my friends again.

**Angus**:

They did an excellent job of meeting with my parents at the beginning of the year and finding out you know what needs to happen to make things work. But the one thing I would say about that is that I was never present at those meetings.

**Madde**:

My school could have done better in bridging the gap. There was not only the visual impaired unit, but there was another special ed area. So the friendship groups tend to be mostly among those with a disability.

**Kaila**:

I think they didn’t think I was very smart, so they just give me simple work.

**Angus**:

Pulling me out of Chinese in year four. It was a subject that I struggled with, but uh, I was pulled out after two terms and placed in what was called the special group.

**Zac**:

During that class time where everyone would be actively involved with the teacher and learning, I would be in a separate like learning environment, somewhere else away from my classmates. I was definitely had some shame attached to it yeah I didn’t want to be seen as different. I wanted to be seen the same as everybody else.

**Leeanne**:

You know a lot of autistic people don’t learn well just by auditory information. And the questions were coming out way to fast for me to hear every single one of them so I never was able to answer as many as my peers. So the teacher would always come and say, “Oh well that’s not very good,” and she assumed I was no good at maths.

**Nick**:

The health class and sex ed, my teacher at the time pulled me aside from the class and said to me, “Do you feel the need to be part of the class?”

**Angus**:

In year seven when we were starting uh sex ed, I was approached by the teacher who asked if I wanted to participate in the class.

**Nick**:

So I didn’t even understand why he was even asking me. Of course I want to know what that’s all about.

**Angus**:

Why wouldn’t I want to participate.

**Nick**:

Cause everyone is so flabbergasted that I was taken aside and asked whether I should be part of it or not, but you know what the response to other people that I’ve come across is? Well, at least you were asked. Cause I was just taken out of it.

**Kaila**: It was almost like, oh you have a disability now. We are going to do these things that we think need to be done for someone with a disability. And we are not going to talk to you or discuss what you need. You know. And I felt very different and not part of the community there.

**Narration**:

We must do better.

JFA Purple Orange is working to create a fairer, more inclusive world for all people living with disability.

To get there, we must get it right at a school level.

To learn more about inclusive education contact JFA Purple Orange.

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We thank everyone for sharing their experiences in this video.

In order of appearance.

Ben Paior-Smith

Leeanne Marshall

Kaila Pole

Nick Schumi

Jocelyn Neumueller

Angus Fowler

Madde Mackenzie

Zac Curnow