

# Snapshot of Factsheet 2

From the research project:

“Successful School Experiences for Victorian Students with Cerebral Palsy in Local School Communities”

## The team of support around a child needed to be proactive and parents played a key role



### FAMILIES

Families play a crucial, ongoing and sometimes difficult role in advocating, organising and navigating the school system on behalf of their child.

Parents of children with cerebral palsy offered a wealth of knowledge to share with schools. Families worked behind the scenes throughout the student’s school life and are recognised as keys to their child’s success.

### POSSIBILITY

Students with cerebral palsy, physical disabilities and complex communication needs can and do attend local schools.



### TRAINING & SUPPORT

With training and support, teachers and aides can adapt, modify and tailor the curriculum for students with disabilities.

### CAPACITY

### BUILDING

Schools require assistance to build up expertise to support students.

### COLLABORATION



Organisations such as CPEC are centres for excellence with considerable expertise in low incidence disabilities such as cerebral palsy, associated conditions, and complex communication needs.



### ALLIED HEALTH

Allied health experts are recognised as useful team members and essential experts.



*“The parents are just crucial. They need to be the advocate for the child...the parent really has known that student or that child since the beginning, so they know them the best.” Principal*