**Transcript - Caringbah full length version**

Mia:

When I was little, my leg didn't grow properly. So I had to get a prosthetic leg.

Susan:

Caringbah Public School is a primary school in the southern suburbs of Sydney in Caringbah south. We have 330 students over 17 classes, and we're known as the country school in the shire. In Mia's case, we've formed a strong bond, a strong relationship with Leila and the family before she even started school.

Leila:

Enrolling a child without a disability is a big thing. Enrolling a child with a disability is nerve-racking. And we've been through a lot and you spend a lot of time advocating and finding people who get it. So to be supported has meant a lot. Sorry.

Susan:

When Mia first began at school, Leila was very keen to work together with us to ensure that we had enough information that we required about Mia and her needs. And she was very welcoming to the students of any sort of question that they had about Mia and her disability.

Leila:

Sometimes people say, "We can't do that," but really, they can. Just have to think of other ways to do it, don't they? We spoke about differences in general. Obviously, we spoke about Mia, but we just spoke about being kind and inclusive and including everyone when we're playing and that differences are just part of life, we're all different.

Tara Hanlon:

So I make adjustments to make sure that Mia feels always included in everything. I make sure that she can easily access the classroom. So she sits at the front and she can easily get in and out of the classroom.

Leila:

The adjustments that the school has made for Mia have just been little things, I guess, in day-to-day things.

Tara Hanlon:

We often include hopping events in our sports. That's something that she loves to do.

Mia:

Instead of running, I do hop, skip, run.

Tara Hanlon:

In the lead up to a Cross Country Carnival, Mia was a bit apprehensive about whether she'd be able to run the full lap around the oval.

Mia:

Yeah, because running is a little hard for me.

Tara Hanlon:

So we decided together with Leila that Mia would use her crutches as a support. And I would run with her. And after the first five steps of the running race, she quickly decided that she didn't need them.

Mia:

I let them go. Because they slowed me down.

Tara Hanlon:

And then she threw them at me and said, can you carry these? We ran the whole way around and Leila joined in and we all ran together and Mia have made it the whole way around. And it was so beautiful. We're really proud of Mia and she was proud of herself and it was just, yeah, really lovely moment.

Leila:

So sometimes Mia does tired on the playground. That is probably one of her main complaints. She can't always keep up .

Susan:

At lunchtimes we have a group, three days a week named Happiness HQ. Mia enjoys coming to Happiness HQ when she feels that she needs to have a quieter activity rather than the busyness of the playground.

Leila:

It's been fantastic for Mia.

Tara Hanlon:

I regularly chat with Leila regarding Mia's adjustments that need to be made in the classroom. We discuss any appointments that Mia has had and any additional needs that Mia has at the time. I, as a teacher, I have become increasingly confident in finding ways that support Mia in the classroom, and even though she has a prosthetic leg, she can do just as many things as everyone else. She may do them in a different way, but she can still do them.

Susan:

Students with disability have rights to have an education in our schools. I feel that the disability and students with disability, it just brings so much to our school. It encourages understanding awareness, acceptance, compassion, empathy. And we love the fact that at our school, we do support a wide range of students with varying levels of need.