

## Partial school attendance is harmful to a child with disabilities and their family.



Partial school attendance poses significant challenges for children with disabilities and their families. It disrupts learning continuity, hampers social integration, increases academic gaps, complicates caregiving arrangements, strains financial resources, heightens stress levels, and diminishes access to support services. Collectively, these factors undermine the well-being of both the child and the family. Here are several of the most harmful effects:

1. **Social Isolation:** Limited attendance can contribute to social isolation for the child. Regular school attendance allows for peer interaction, fostering social skills, friendships, and a sense of belonging. Partial attendance deprives the child of these crucial social experiences.
2. **Stigmatization:** Inconsistent attendance may lead to stigmatization and feelings of exclusion for the child. They may feel ostracized from their peers who attend school regularly, negatively impacting their self-esteem and mental well-being.
3. **Increased Stress for Families:** Partial attendance often requires additional coordination and support from families, including arranging transportation, coordinating schedules, and providing instruction at home. This added responsibility can increase stress and strain on families already impacted by significant challenges.
4. **Limited Access to Support Services:** Schools often provide various support services and resources for children with disabilities, including specialized instruction, therapies, and accommodations. Partial attendance may limit the child's access to these essential services, impeding their overall progress and development.
5. **Disruption of Routine:** Partial school attendance can disrupt the routine of the child and the family. Children with disabilities often thrive on routine and predictability. Inconsistent attendance may lead to behavioural issues and difficulty adjusting to different schedules.
6. **Educational Gaps:** Partial attendance may result in educational gaps for the child, as they may miss important lessons, instructions, and learning opportunities. This can hinder their academic progress and overall development.
7. **Potential for Regression:** Consistent attendance is crucial for children with disabilities to maintain and build upon their skills and abilities. Partial attendance may increase the risk of regression in academic skills, communication abilities, and adaptive functioning, requiring additional time and effort to regain lost ground.



Overall, partial school attendance for families with a disabled child can have significant negative implications for the child's academic, social, and emotional development, as well as placing additional stress on families. Schools and policymakers must prioritize inclusive education practices that support full-time attendance and provide adequate resources and support for children with disabilities and their families.