

COUNTRY	LAWS	PROVISIONS FOR INCLUSION	MANDATED SERVICES	DUE PROCESS
United Kingdom	Education Act (1993) replicated in 1996	<ul style="list-style-type: none"> • Education that is “efficient” in meeting the needs of children with disabilities and other students. • Efficient use of resources. • Parental agreement. 	<ul style="list-style-type: none"> • Education for children with special needs in regular schools unless parents disagree. • Individualised education. 	<p>None reported.</p> <ul style="list-style-type: none"> • The practice of integration or inclusion varies by the local educational authority (LEA).
Norway	Norwegian Education Act (1975)	<ul style="list-style-type: none"> • Country’s health and welfare policy gives equal rights/accessibility to people with disabilities. • Children with disabilities should be educated at a local school located in their home district unless parents and other professionals feel that another placement is more appropriate. 	<ul style="list-style-type: none"> • Children who are being educated in regular schools should be taught by regular education teachers and teachers with training in special education. • Specialists in the area of special education also visit schools and provide help if necessary. 	<p>None reported.</p> <ul style="list-style-type: none"> • The practice of integration or inclusion varies because it is the responsibility of each town to provide special education for students with disabilities.

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China	Compulsory education of the People's Republic of China (1986) and the Law of the People's Republic of China on the protection of Disabled Persons (1990)	<ul style="list-style-type: none"> Guaranteed rights of children with disabilities to an education. 	<ul style="list-style-type: none"> Mainstreamed education in the least restrictive environment should be considered. 	<p>None reported.</p> <ul style="list-style-type: none"> Many regional differences in establishing special education services such as a lack of funds for resources.
Israel	Special Education Law (1988).	<ul style="list-style-type: none"> Special education services such as teaching and instruction as well as ancillary services (speech, physical or occupational therapy) are to be provided dependent on the children's needs. 	<ul style="list-style-type: none"> Placement in the least restrictive environment should be considered dependent on the child's needs. An individualised education plan will be developed. 	<p>No due process proceedings.</p> <ul style="list-style-type: none"> Parents and teachers of the child cannot attend placement committee meetings or take part in the decision making. An appeal can be filed within 21 days, an appeals committee will make the final decision. Parents do not have a role in determining the IEP and there is no due process for the parents if they disagree with the contents of the IEP.