



Inclusive Education: **A Disability Inclusion Strategy for** **ACT Public Schools**

First Action Plan

2024–2026



Easy Read Version



About this document



This document is written in an easy to read way.
We call it **Easy Read**.



You might not know some words.
The first time we use those words they are blue.
We tell you what they mean.



We may use the words again later.
You can check the Word List
[at the end of this document.](#)



This document is written for the
ACT Government.

When you see the word **we**, it means the
ACT Government.



The ACT is the Australian Capital Territory.
The **ACT Government** makes decisions about
what happens to people in the ACT.



First Action Plan



The **Minister for Education** in the ACT is Ms Yvette Berry MLA.



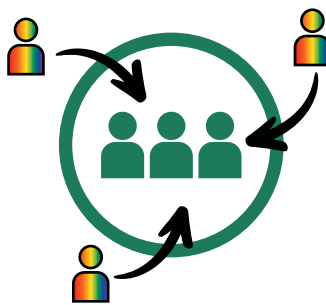
The **Minister for Education** wants every child to:

- have a good life
- be able to learn new things.

When we say ‘the Minister’ we mean the Minister for Education.



Public schools are schools run by the ACT Government.

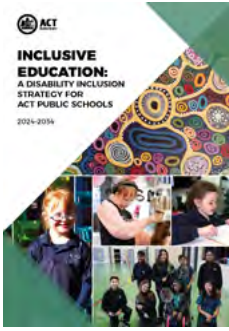


The Minister wants public schools to be **inclusive**.

Inclusive means that everyone:

- is welcome
- is valued
- has what they need to join in and learn.





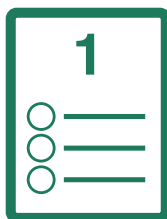
We have a **strategy** to help everyone to include students with disability in our public schools.



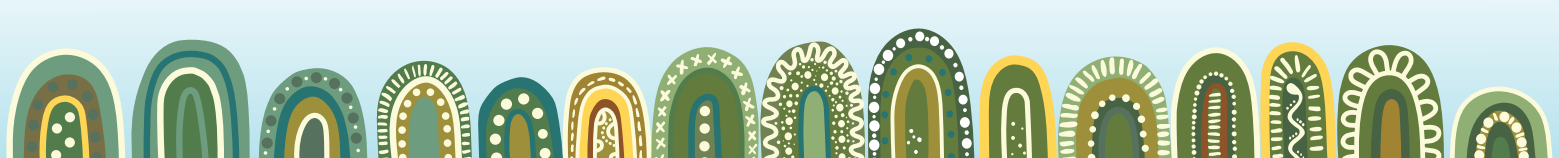
A **strategy** is a plan of what we want to happen and how we want to do it. Read more about our strategy on our website.

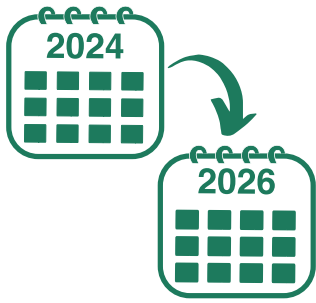


There are 7 **focus areas** of this strategy. **Focus areas** help us to organise our ideas by grouping them together.



This is our first **action plan** for that strategy. An **action plan** says what we will do next.



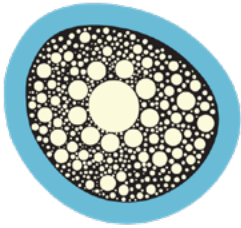


This action plan is for 2024 to 2026.



The Minister thinks this a good action plan.



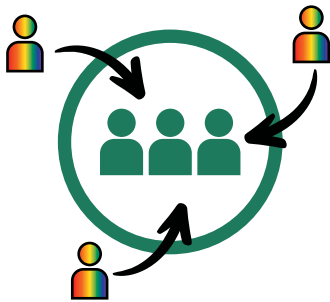


Focus area 1: Culture



A **culture** is how people think and act in their life. It includes:

- language
- ideas you think are true
- how you think you should behave.



We want the culture of public schools to be inclusive.



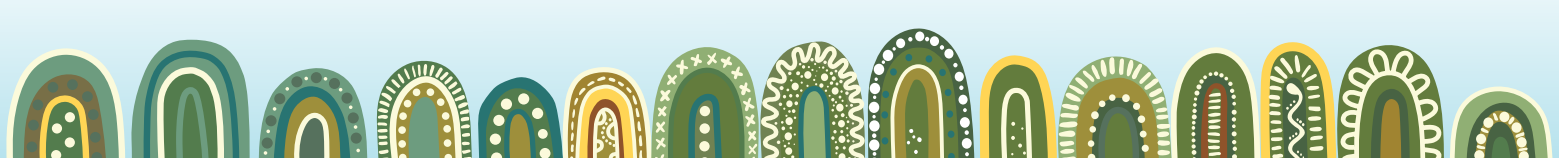
We will think about students with disability when we:

- plan new schools
- change schools to make them better.



We will write a plan to help **leaders** to make their school culture more inclusive.

Leaders are people in charge of a group.





School leaders are

- principals
- deputy principals
- executive teachers.



We will create **professional development** for:

- school leaders
- people working on education for the ACT government

Professional development is training that helps people to do their job better.



We want all adults working in schools to take part in professional development.

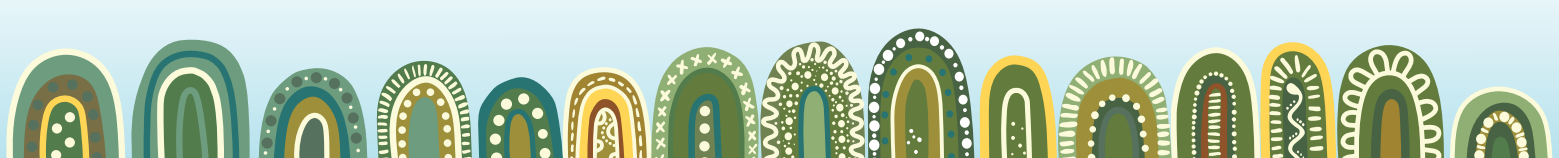
We will ask school leaders:

- how to do this
- when to do this.



We will support school leaders by giving them

- **forums** for them to learn from each other
- **mentors** and coaches.





Forums are places where people share ideas.
They can be:

- in person



- online



Mentors are people who

- have a lot of experience
- give advice.



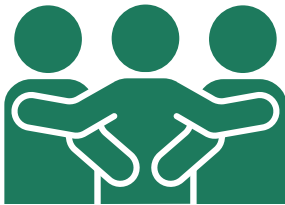


Focus area 2: Relationships



Relationships are how people:

- feel about each other
- behave with each other.



We want to help people in our school community to have **strong relationships**.

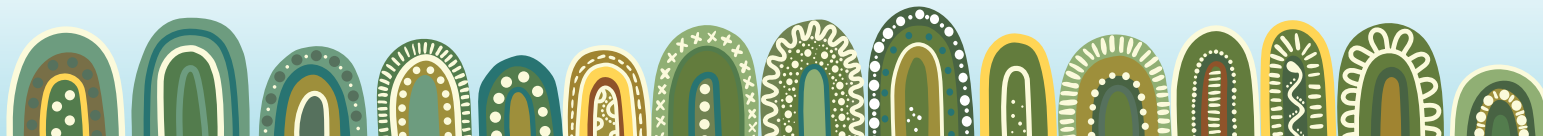


A **strong relationship** means:

- being honest with each other
- trusting each other
- respecting each other



- listening to each other
- working together to fix things.





We will listen to students with disability.
We will do this by asking about what is important to them.



We will ask all adults working in schools about:

- their ideas on how to be inclusive
- what they need.



We will create **partnerships** between schools

To partner is to work together.

A **partnership** is an agreement to work together.



We will find ways to make it easy for parents of students with disability to:

- find out what is happening
- get support.





Focus area 3: Learning



Learning is when you:

- find out new things
- practice skills.



All learning in our public schools needs to be **accessible**.



Accessible is when everyone can use and understand something.



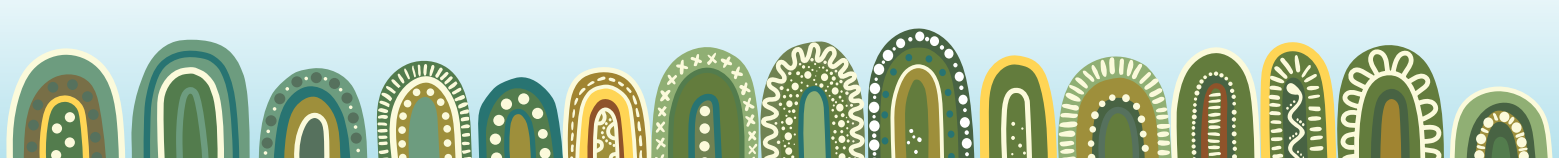
We will help teachers learn how to make learning accessible to all students.



We will support teachers to change their **curriculum** to include different students.

A **curriculum** is a plan of:

- what students will learn
- when they will learn it.





Student with disability must have the **reasonable adjustments** that they need.



A **reasonable adjustment** is a change that is:

- takes a barrier away to help someone
- done to meet someone's needs



We will write guides on reasonable adjustments. They will say:

- what is reasonable
- how to make the changes.



The ACT curriculum asks teachers to teach students **social skills**.

Social skills are:

- understanding how we feel
- thinking about what others feel



- managing big emotions
- building strong relationships
- making good decisions.





We will update our programs on social skills.



We will create communities where adults who work in our schools can:

- share their ideas
- learn from each other.





Focus area 4: Key transitions



The fourth focus area is **key transitions**.

To **transition** is to change from one thing or place to another.

Key transitions are big and important changes in a person's life.



Key transitions for our students include:

- starting school
- changing school
- leaving school.



We have a program about good transitions to school.

We will measure how well it is doing.





We will have **coaches** to help schools to support students with disability with key transitions.

A coach is a person whose job is to help people with something.



We will have coaches in some of our schools.
We will learn if it is a good way to do things.



We will make sure schools help students to learn about:

- how to get jobs
- choosing careers.

We will create professional development to help schools.

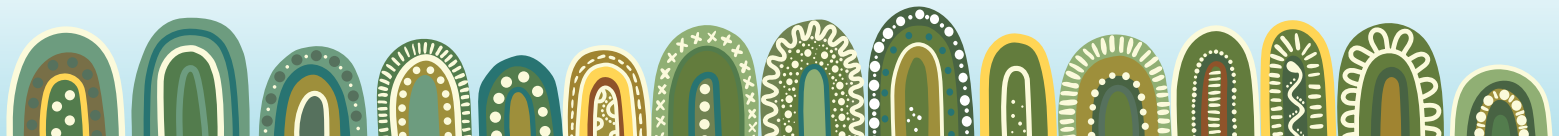


The National Disability Insurance Scheme (NDIS) can help students with disability to:

- Get ready to get a job
- Find a job
- Have careers.



We will work together with the NDIS.





Focus area 5: Workforce



A **workforce** is a group of people who work together on the same team and have the skills to be able to join that team.

People who work at school are the school workforce

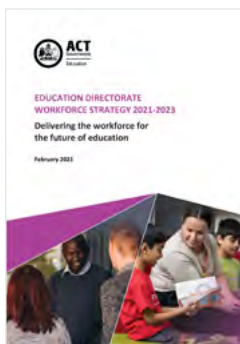


We give professional development to our school workforce.



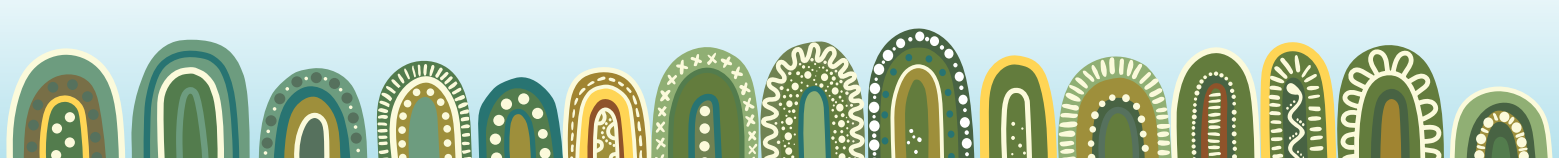
We will have coaches to help our school workforce:

- understand students with disability
- know how to teach different students
- feel confident about how to be inclusive.



We have a different strategy about how to have the best workforce we can.

We will make sure this strategy links to the workforce strategy.





Learning Support Assistants work with teachers.

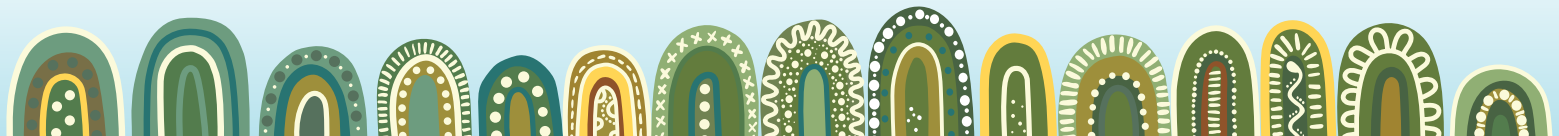
Learning Support Assistants help some students with disability in the classroom.



We will write new guides to help Learning Support Assistants.



We will think about how to give make good professional development for Learning Support Assistants.





Focus area 6: Resourcing



Resourcing is giving people the resources they need.

Resources are things you need to get something done, like time, money or extra training.



Schools need resources to support students with disability.

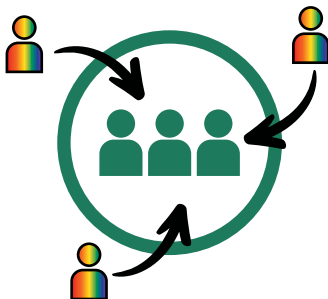
We want to change how we decide what resources to give schools.



We will be **positive** about students with disability.

To be positive is to:

- see what students can do
- value all students.



We will make sure people working for the ACT Education Directorate know how to be inclusive.

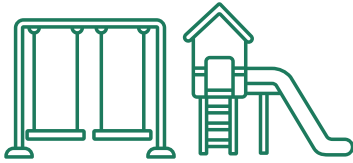


Focus area 7: Infrastructure



Infrastructure is the man-made things in a place where people go.

This includes buildings and roads.



School infrastructure includes:

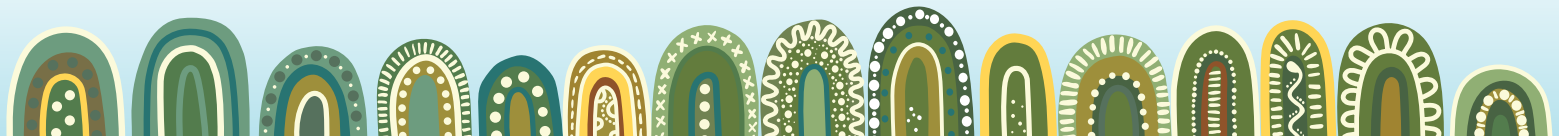
- classrooms and halls
- playgrounds and fences
- toilets.



School infrastructure needs to be inclusive.

We will think about inclusive infrastructure when we:

- plan new public schools
- change schools to make them better.





We will do this by:

- having a group of people who know about inclusion



- listening to students with disability.



Word List



ACT Government

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The ACT Government makes decisions about what happens to people in the ACT.



Action plan

An action plan says what we will do next.



Coaches

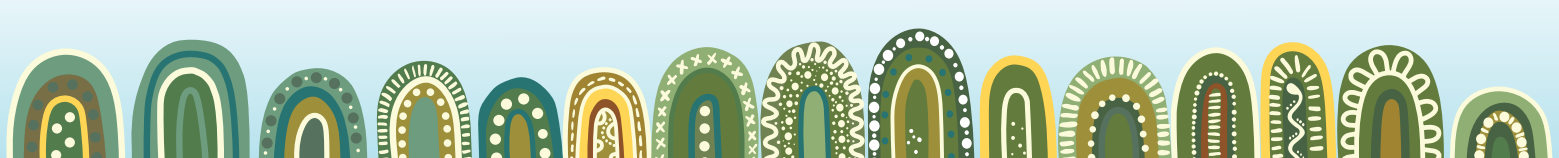
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Curriculum

A curriculum is a plan of:

- what students will learn
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Focus Areas

Focus areas help us to organise our ideas by grouping them together.

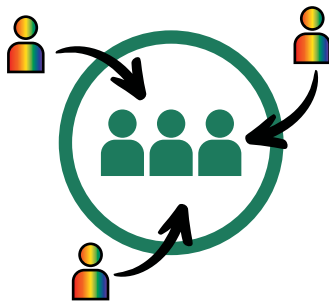


Forums

Forums are places where people share ideas.

They can be:

- In person
- Online



Inclusive

Inclusive means that everyone:

- is welcome
- is valued
- has what they need to take part.



Learning

Learning is when you:

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Mentors

Mentors are people who

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Partnerships

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A partnership is an agreement to work together.



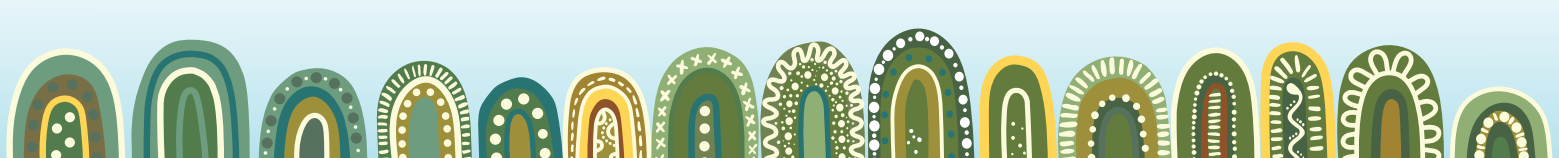
Professional development

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Public schools

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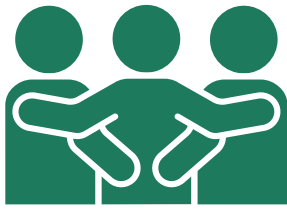




Reasonable Adjustments

A reasonable adjustment is a change that:

- takes a barrier away to help someone
- is made to meet someone's needs.



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Resourcing

Resourcing is giving people the resources they need.

Resources are things you need to get something done, like time, money or extra training.

School leaders

School leaders are:

- principals
- deputy principals
- executive teachers





Strategy

A strategy is a plan of what we want to happen and how we want to do it.

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Easy Read document written by Meg Sonsbeek and Kathryn Carter from The Easy Read Toolbox for the ACT Government based on their document.

