

## INCLUSIVE EDUCATION POLICY

### Statement

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Enkindle Village School is built on values of curiosity, autonomy, and joy. Learners have a sense of belonging and a place in our community that promotes a universal outlook, free from unlawful discrimination. In particular, the school will ensure that students experience inclusive education by being able to access and fully participate in learning alongside their peers supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies, and everyday practices. Parts of this policy has been adapted from the Department of Education *Inclusive Education Policy, 2020 v1,2*.

The school has high expectations of all students, recognising that, with the right support, all students can succeed. Our commitment to inclusive education means that children and young people from all social, cultural, community, and family backgrounds, and of all identities and abilities can attend Enkindle Village School and be welcomed as well as participate in high-quality education and fully engage in the curriculum alongside their peers. Students have a right to learn in a safe and supportive environment, free from bullying, discrimination or harassment and can expect to achieve academically and socially with reasonable adjustments and support tailored to meet their learning needs.

As different student groups experience different barriers to inclusion the school will continue to implement strategies and policies, and support practices that address the unique needs of:

- Aboriginal and Torres Strait Islander students
- students from culturally diverse and linguistically diverse backgrounds
- students who identify as LGBTIQ
- students living in out-of-home care
- students from rural and remote communities
- students with a disability
- students with mental health needs
- gifted and talented students

### Purpose

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At Enkindle Village School, we believe that every child has the right to access quality education in a supportive and respectful environment. The purpose of this Inclusive Education Policy is to:

- **Promote equity and access** for all students, regardless of ability, background, or learning needs.
- **Foster a culture of belonging** where diversity is celebrated and every student feels valued.
- **Ensure inclusive practices** are embedded across teaching, curriculum, assessment, and school culture.
- **Support staff and families** in working collaboratively to meet the individual needs of students.
- **Comply with legislative and ethical obligations**, including the Disability Standards for Education 2005 and the Australian Professional Standards for Teachers.

This policy guides our commitment to creating a learning environment where all students can thrive academically, socially, and emotionally.

### Scope

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This Inclusive Education Policy applies school-wide including teachers, support staff, volunteers, families, and students and sets out the school's commitment to continue to work towards a more inclusive education system and the principles that will guide that work.

## References

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- *Anti-Discrimination Act 2004 (Cwlth)*
- *Anti-Discrimination Act 1991 (Qld)*
- *Australian Human Rights Commission Act 1986 (Cwlth)*
- *Disability Discrimination Act 1992 (Cwlth)*
- *Disability Standards for Education 2005 (Cwlth), including Guidance Notes*
- *Education (General Provision) Act 2006 (Qld)*
- *Human Rights Act 2019 (Qld)*
- *Multicultural Recognition Act 2016 (Qld)*
- *Racial Discrimination Act 1975 (Cwlth)*
- *Sex Discrimination Act 1984 (Cwlth)*
- *Australian Education Act 2013 (Cwlth)*
- *United Nations Rights of the Child*
- *Universal Declaration of Human Rights (1948)*
- *Child Safe Organisations Act (2024)*
- Enkindle Village School Anti-Discrimination, Harassment and Bullying Policy
- Enkindle Village School Child Protection Policy
- Enkindle Village School Code of Conduct
- Enkindle Village School Complaints Handling Policy
- Enkindle Village School Privacy Policy

## Universal Principle: Every learner belongs

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At Enkindle Village School, we uphold the universal principle that **every learner belongs**. This principle affirms that inclusion is not a program or placement, but a fundamental human right. We recognise that diversity enriches our learning community and that all students—regardless of ability, background, or identity—have the right to participate fully, learn meaningfully, and thrive socially and emotionally within the same learning environment.

This principle guides our commitment to:

- Designing learning experiences that are accessible and responsive to all.
- Removing barriers to participation and achievement.
- Fostering a culture of empathy, respect, and high expectations for every student.

## Definitions

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**Discrimination** can be both direct and indirect.

- **Direct discrimination** involves treating someone less favourably than another person in similar circumstances because they have a characteristic, for example a disability or impairment, their gender, age, race, parental status, sexuality or cultural background.
- **Indirect discrimination** occurs when everyone is treated in exactly the same way even though this unreasonably disadvantages someone because they, or their associate, have a characteristic.

**Inclusive Education** means that all students can access and fully participate in learning alongside their peers. Teaching and learning strategies are adjusted to meet students' individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices.

**Reasonable Adjustment:** An adjustment is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff, and other students (definition from Disability Standards for Education 2005 (Cwlth)).

**Disability**, in relation to a person, means:

- Total or partial loss of the person's bodily or mental functions,
- Total or partial loss of a part of the body,
- The presence in the body of organisms causing disease or illness,
- The presence in the body of organisms capable of causing disease or illness,
- The malfunction, malformation or disfigurement of a part of the person's body,
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction,
- A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour,

and includes a disability that:

- Presently exists
- Previously existed but no longer exists,
- May exist in the future (including because of a genetic predisposition to that disability),
- Is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

An **Associate**, in relation to a person, includes:

- A spouse of the person,
- Another person who is living with the person on a genuine domestic basis,
- A relative of the person,
- A carer of the person,
- Another person who is in a business, sporting or recreational relationship with the person.

**Disadvantaged:** A group of persons who experience a higher risk of poverty, social exclusion, discrimination and violence than the general population. Disadvantaged groups include, but are not limited to:

- Ethnic minorities,
- Migrants,
- People with disabilities,
- Isolated children.

## **A School-wide Approach**

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Inclusive education is implemented systematically, based on evidence across the school. We promote and develop policies, programs and practices to remove barriers and promote inclusive education within the school.

### **1. Whole of School**

Every member of the school community, including teachers, support staff, volunteer, families, and students work collaboratively to ensure students can access and participate in all aspects of school life.

Our school leaders, teachers, support staff and volunteers build on their expertise to implement inclusive education practices. Good practice based on evidence, is shared and cultural capability is strengthened. School leaders model inclusive practices and allocate resources to support inclusion.

## **2. Professional Learning**

**Staff Training:** Ongoing professional development in inclusive practices, trauma-informed education, and disability awareness.

**Collaborative Planning:** Teachers, aides, and specialists work together to support student learning.

## **3. Curriculum and Pedagogy**

Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.

**Differentiated Instruction:** Teachers adapt content, process, and products to meet diverse learning needs.

**Universal Design for Learning (UDL):** Lessons are designed to be accessible to all students from the outset.

**Culturally Responsive Teaching:** Curriculum reflects the backgrounds and identities of all students.

## **4. Student Support Systems**

**Multi-Tiered Systems of Support (MTSS):** Academic and behavioural support is provided at universal, targeted, and intensive levels.

**Individual Learning Plans (ILPs):** Tailored goals and strategies for students with additional needs.

**Wellbeing Programs:** Mental health and social-emotional learning are integrated across the school.

## **5. Collaboration with Students, Families, and the Community**

We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.

**Inclusive Communication:** Information is accessible to all families (e.g., translated, visual formats).

**Collaborative Decision-Making:** Families are partners in planning and reviewing support for their children.

**Community Partnerships:** Engagement with local services and cultural groups to enrich learning and support.

## **6. Respecting and Valuing Diversity**

All students and families feel and are welcome, respected, included, and safe at our school. We embrace and make visible diversity as a strength and support respectful relationships within the school community, and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

## **7. Inclusive and Accessible Environments**

Our educational settings and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.

- **Physical Accessibility:** Buildings, playgrounds, and classrooms are designed or adapted for all students.
- **Inclusive Policies:** Enrolment, behaviour, and assessment policies reflect inclusive values.
- **Celebration of Diversity:** Events and displays highlight student identities, cultures, and achievements.

## Administration

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## Approval Details

<b>Policy Domain:</b>	Student Learning and Welfare
<b>Policy Sponsor:</b>	Principal
<b>Approval Authority:</b>	Board, TISAI
<b>Date for next Major Review:</b>	1 April 2026 (and annually in July thereafter)

## Revision History

*Approval date – the date the approval authority approved the establishment, minor or major amendment, or disestablishment*

*Implementation date – the date the policy was published in the Policy Library and is the date the policy takes effect.*

Version	Approval date	Implementation date	Details	Author
5	17/09/2025	18/09/2025	Removal of IEP process description as “procedure” rather than “policy”. Change of format.  Correction of status from draft to approved, correction of approval and review dates to align with end of major revision of Policy library, addition of (this) Administration section to replace previous “Approval Details + Review History”	Principal  Deputy Chair, TISAI
4	17/08/2025	18/08/2025	Verified as current (no change), reapproved until date of comprehensive review of entire policy suite (1 April 2026)	n/a
4	April 2024		New template / format Creation and addition of Enkindle Individual Education Plan (IEP) Flowchart Appendix: IEP Template	Head of Curriculum
3	December 2020		Changed the name of the policy from ‘Disability and Inclusion’ to ‘Inclusive Education’.  Rewrote the statement and added principles to be more in line with Education Queensland Inclusive Education Policy	Principal
2	August 2018		Updated: Insertion of ‘Identification of Students with Disability’ and ‘Processes for Individualised Learning and Support’.	Principal

**Contact person:** Principal, EVS

**Keywords:** Inclusion, disability, IEP,