POLICY TITLE: **Inclusion Policy**

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1. School Context

Opened in 1960, Red Hill caters to a diverse student clientele in the inner south of Canberra, drawing families from our local community as well as diplomatic, government, defence force, university and other backgrounds. As an International Baccalaureate (IB) World School, Red Hill provides an inclusive, international education for students in preschool to year 6.

Red Hill School aims to help prepare children and young people for high school and life and create partnerships with parents and the community that assist students to be active, compassionate, lifelong learners and internationally minded global citizens.

2. Beliefs that support and underpin our Inclusion Policy

We believe that "every child and young person has the right to a good life and should be supported to fulfil their potential. Education and high-quality teaching play a critical role in enabling this, providing children and young people with diverse opportunities to explore and engage in the World". Inclusion is a fundamental right, and all children should have access to a high-quality education.

A strong culture of inclusion is paramount in developing as an IB learner and becoming an open minded, caring and respectful, global citizen. We also believe that building and strengthening a culture of inclusion is a collaborative partnership between student, parent and school.

2.1 As an International Baccalaureate (IB) world school we aim to create a positive, inclusive learning culture that is underpinned by securing access to an IB education for the broadest possible range of students and one that supports all students to reach their full potential (IB 2020).

2.2 We are guided in our inclusion work by the ACT Education Directorate policies, Disability Discrimination Act 1992 and the Inclusive *Education: A Disability Inclusion Strategy for ACT Public Schools 2024 – 2024* which is part of the Future of Education Strategy. It aims to deliver greater inclusion for students with disability across all ACT public schools. The Vision for this strategy is that "Every child and young person is welcomed, valued, has a sense of belonging and can access quality education designed to meet their needs at their local school". (2024)

3. Overview

3.1 All members of our school community will be involved in building and strengthening our culture of inclusion. Teachers will collaboratively plan and deliver a well-considered transdisciplinary curriculum that focuses on removing barriers to learning by being responsive to student variability. They will have 'students in mind' when they are planning for teaching and learning. They will create safe and engaging learning environments where all students feel that they belong, have a voice and can achieve.

3.1 Strong communities for learning will be developed by a focus on three main areas, culture, relationships and learning. These foci will help children and young people,

- feel welcomed, understood, included and safe
- have diverse learning and wellbeing needs responded to,
- have a voice in what works best for them and what they need

3.2 All legal requirements as set out by the ACT Education Directorate will be actioned. The following applies to all ACT public schools.

- The Education Directorate supports and complies with the requirements of the *Disability Discrimination Act 1992* and *the Disability Standards for Education 2005*.
- ACT public schools provide educational programs that make reasonable adjustments for students with disability at the time of enrolment and during the course of their education, ensuring they can access and participate in education on the same basis as other students.
- The Directorate supports the enrolment of students with disability in local schools and specialist schools. Students eligible for specialist schools may also attend their local public school or attend both as a dual enrolment.
- The Directorate supports the rights of parents to choose an appropriate setting for their child and to be fully informed and active participants in key decisions relating to their child's education.

3.3 Expectations from 3.2 will be communicated to all members of our learning community so that we can work collaboratively to,

- build a shared understanding of what inclusion looks like at Red Hill
- raise awareness of the impact of language and the importance of using a shared strengths-based language, and
- understand the importance of listening to the perspectives of the young people that we work with.

4. Roles and Responsibilities

We believe that building a culture of inclusion is the responsibility of our whole IB world school community.

4.1 School leaders will ensure that:

- they are meeting all requirements set out in the ACT Education Directorate policy as outlined in 3.2
- they understand the meaning of disability and inclusivity as outlined in Directorate policies

- resources to support reasonable adjustments are identified and made available to staff
- they seek input from Allied Health professionals and/or the school psychologist when needed
- students have access to small group learning if needed
- individual learning plans (ILP) and student adjustment matrices (SAM and PAM) are in place for all students who require them, and teaching staff are supported to create and implement these, and
- the school environment is physically accessible, including ramps and accessible toilets.

4.2 Teachers and learning support staff (LSAs) will understand that:

- inclusivity involves personalising the learning program for each student by valuing their uniqueness -their interests, experiences, abilities, prior learning, insights, needs, cultural and ethnic backgrounds
- they have a responsibility to make reasonable adjustments for all students with learning difficulties and disability to ensure that barriers to learning are identified and addressed
- students must be given the same choices and opportunities comparable to those offered to students without disability, and
- parents have a right to be fully informed and active participants in key decisions relating to their child's education.

4.3 Teachers will provide:

- classroom settings that provide options to help with sensory regulation and access, for example, to assist with concentration or physical positioning.
- a dedicated space for students to self-regulate
- visual prompts to help with task completion, checking for understanding and giving regular breaks to assist concentration, and
- access to all available assistive technology, devices and/or software that aid learning, such as speech-to-text programs and C-pens.

4.3 Parents/Caregivers should ensure that they:

- have shared all information with enrolment and leadership staff about the specific of their children
- communicate regularly with classroom teachers and leaders, and
- engage with the school regarding their child's academic, emotional and social progress.

4.4 Students should ensure that they:

- value each other's uniqueness -their interests, experiences, abilities, prior learning, insights, needs, cultural and ethnic backgrounds

- demonstrate open-mindedness and respect towards others
- show care and kindness towards others, and
- accept opportunities to share perspectives and communicate needs.

References

ACT Government Education and Training, 2024. *Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024–2034,* Canberra.

ACT Government Education and Training, 2026. *Students with Disability* Accessed 7th October 2026 <https://www.act.gov.au/education-and-training/life-at-school-and-college/students-with-disability#What-ACT-public-schools-offer>.

International Baccalaureate (IB), 2019. *Standards and Practices,* Cardiff, Wales.