

INCLUSIVE EDUCATION

We anchor our position on education in [Article 24 of the UN Convention on the Rights of Persons with Disabilities](#) and are guided by the global movement we are part of through [Inclusion Canada](#) and [Inclusion International](#).

Inclusive education is a human right. Students have the right to attend their local school in inclusive classes with the support they need. From early childhood, to post-secondary and adult learning, inclusive education is about belonging, participation and equity. It recognizes that diversity enriches learning environments and that all students benefit when schools are designed to be flexible, responsive and inclusive of every learner. Inclusion in school is foundational: when a student learns and grows alongside their peers, they are more likely to build an adult life alongside their peers, one that includes employment, community involvement and meaningful relationships. Inclusion benefits everyone.

Inclusive education happens when:

- Students have the individualized support they need to be successful and opportunities to participate in all classroom and school activities in meaningful ways
- Students have a sense of belonging in their school community and the opportunity to build meaningful friendships that enrich learning and life
- Teachers have inclusive practices and the support they need to build inclusive classrooms – including support to understand and implement accommodations and to modify curriculum to be accessible to all learners (differentiated curriculum)
- Home and school communication is strong, consistent and collaborative, ensuring that the student and their family are partners in planning, problem-solving and supporting student success
- Schools invest in inclusive practices, foster a sense of value and belonging, and promote a culture of inclusion

When students with intellectual disabilities are excluded from education whether through segregation, streaming or placement in separate programs, they are denied the opportunity to participate fully in school life. When that happens it reinforces stigma, limits academic potential, denies the student access to meaningful relationships, and reduces their future opportunities for employment, community participation and independence. Exclusion sends a harmful message that some students do not belong, shaping the attitudes and expectations of peers, educators, community and the way they see themselves.

Inclusive Education IS NOT

- Grouping students with disabilities together on the basis of disability.
 - Providing support to a group instead of meeting the individual needs of a student with a disability.
 - Limited to the classroom. Inclusion happens throughout our schools through clubs, social gatherings, recreation, leisure, extra curriculars and field trips.
- Inclusive education requires trust and collaboration among students, families, educational assistants, support workers, teachers, administrators, and community representatives.

Inclusive education leads to inclusive lives.