People with disability want to learn and access education opportunities on an equal basis with others, but they face many barriers including:

- A systemic culture of low expectations about students with disability succeeding in education
- Segregation into special schools and educational units
- Lack of resources to meet individual needs
- Use of suspension and expulsion to manage behaviour
- Inconsistent, unregulated and unmonitored use of seclusion and restraint to manage behaviour
- Failure to provide reasonable adjustments for assessments
- Inaccessible learning environments
- Inflexible curriculums
- Ineffective and inconsistent reasonable adjustments
- Ineffective and inconsistent reasonable adjustments
- Bullying
- Lack of compliance with the Disability Standards for Education
- Under-resourced and under-skilled teachers
- Lack of resources and support to transition from school to further education
- Lack of access to communication support
- Lack of compliance with the Disability Standards for Education

**Things that work**

- Providing all learning materials in accessible formats
- Comprehensive teacher training on inclusive education
- Leadership from School Principals to establish and promote an inclusive school culture
- Subsidies and concessions to facilitate further education for people with disability
- Support based on individual needs rather than diagnosis
- Effective family and community engagement with schools
- Flexible and universal curriculum design
- Advocacy to assist parents and carers to enroll students with disability in inclusive education settings

**We will know people with disability are enjoying the right to education on an equal basis with others when:**

- People aren’t excluded from general education systems on the basis of disability
- There are no culture, policy or practice barriers to accommodating the different requirements and identities of individual students
- Principals and teachers have the skills and resources to facilitate inclusion
- All education providers adopt measures to make learning more accessible
- Students with disability are not subject to seclusion and restraint in schools

**People with disability have equitable and participatory learning experiences in environments that meet their requirements and preferences.**