



# Towards Inclusive Practice

Including Everyone.

## Thinking about inclusive practice - a guide for managers and policy makers



A project by:



**Inclusion Australia**

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## About Towards Inclusive Practice

This guide was written as part of Inclusion Australia's Towards Inclusive Practice project. The project involved people with an intellectual disability and disability advocates working together to provide expertise and advice to help make government information, systems and processes more inclusive for people with an intellectual disability.

Inclusion is a way of thinking that aims to include everyone. Inclusive practice is about committing to an **ongoing process of acknowledging and learning about the different experiences people have and the different barriers they may face**. It involves consistently working to ensure that **everyone has equal opportunity** to access, participate and make valued contributions regardless of who they are. This means making sure people have the supports they need for equitable access.

When we talk about inclusion from a government perspective, we mean thinking about all the different people you might engage with, or who might engage with your services, and making sure they can not only access what you do but have an equal experience to others.

This resource is specifically about inclusion of (and for) people with an intellectual disability.



## About this guide

This guide aims to **provide an overview of inclusive practice** for managers and policy makers to understand what it is, **how it can create systemic changes** to increase inclusivity, and **why it matters to government**. It will tell you about:

- Intellectual disability and the experiences of people with an intellectual disability in Australia
- Inclusion, accessibility, and inclusive practice—what these words mean and how they look in action
- Misconceptions about, and barriers to, inclusive practice
- How the government influences inclusive practice
- Rights and frameworks for inclusive practice.

## Where can I go to learn more?

This guide is not intended to be an exhaustive list of the things you need to consider or implement to ‘become inclusive’, rather, it is a starting point for learning about including people with an intellectual disability in government systems and processes. It aims to provide an overview of inclusive practice and why government should be implementing inclusive practice in its organisations, services and processes.

It will point toward other resources on the Towards Inclusive Practice website, which expand on many of the elements included in this guide:

- Introduction to inclusion
- Thinking about power and trust
- Accessible information
- Accessible processes and systems
- Inclusive meetings
- Inclusive consultations
- Including people with diverse needs.

Please visit: <https://www.inclusionaustralia.org.au/project/towards-inclusive-practice/>

## About intellectual disability

### What is intellectual disability?

Intellectual disability is a lifelong condition which affects a person's intellectual skills and behaviour in different situations. Intellectual disability is usually diagnosed in early childhood. Sometimes it goes undiagnosed in childhood, and this can be a barrier to people accessing the services and supports they need.

Intellectual disability can affect a person in many ways, including memory, understanding, communication, problem solving, self-care, social and emotional skills, and physical skills.

Intellectual disability does not define who a person is, how they should be treated or how they want to live. Every person with an intellectual disability is different, and everyone has a unique story to tell.

### The social model of disability

We now understand that disabling barriers presented by society impact heavily on peoples' lives. It is these social barriers, not just peoples' individual impairments, which create disability. This is called the social model of disability.

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) is based on the social model of disability. In combination with other international human rights conventions, the UNCRPD articulates the wide range of rights that are held by all people with disability, including those with an intellectual disability.

### Learning from people with an intellectual disability

Understanding intellectual disability can only happen by listening to people with an intellectual disability.

Everyone has a story. And just like everyone else, each person with an intellectual disability is different and has a unique story to tell.



Listening to peoples' stories is about growing knowledge and understanding about what life is like for someone else, and seeing the value in how this can benefit government organisations, systems and processes.

We worked with people with an intellectual disability to collect and share their stories with the Disability Royal Commission. These stories were collected and published as part of a submission to the Disability Royal Commission.

You can read them here: [Real stories – Inclusion Australia](#)



Seeking out, seeing the value in, and sharing the stories of people with an intellectual disability is the most important way you can learn about what intellectual disability is, and how people with an intellectual disability experience the world. This is central to changing attitudes around intellectual disability and committing to inclusive practice.

## What does the data say?

About 1.8% of the Australian population have an intellectual disability, or around 450,000 people.<sup>1</sup>

People with an intellectual disability are significant groups in some service streams:

- 71% of people with an intellectual disability receive the Disability Support Pension (DSP),<sup>2</sup> which is 15% of the population of people who receive the DSP.<sup>3</sup>
- 19% of NDIS participants have intellectual disability as their primary diagnosis, but over 60% of people on the NDIS have a cognitive impairment.<sup>4</sup> This includes intellectual disability, acquired brain injury, developmental delay, global developmental delay, and autism.
- However, in some service streams, people with an intellectual disability are a **disproportionately small population**. This often means that the system design is not inclusive and shuts people out. For example:
- Disability Employment Services (DES) are inaccessible to people with an intellectual disability for many reasons. Fewer than 10,000 people (3.1% of the DES caseload) supported by DES are people with an intellectual disability.<sup>5</sup>



## What do we know about how people with an intellectual disability use and experience services?

Again and again, data and research show us that **when government services are not inclusive, people with an intellectual disability have worse outcomes**.

There is still a lot we don't know about how people with an intellectual disability experience different government services due to a lack of data. However, the examples below give a snapshot of what we do know about the services people with an intellectual disability use, and what happens when those services are not inclusive.

## Health

Australian research that shows that people with an intellectual disability experience many barriers to primary health care that is inclusive and meets their needs, including:

- Health professionals' lack of knowledge and skills specific to intellectual disability
- Negative attitudes towards people with an intellectual disability
- Lack of flexibility and accommodation to a person's needs
- A siloed approach to healthcare management that does not recognise the complexity of health-related issues that people with an intellectual disability may experience, which may involve accessing care from several departments that do not interface.<sup>6</sup>



**As a result of the lack of inclusivity** within health services, research shows that people with an intellectual disability experience significantly poorer health outcomes, including:

- Much higher rates of poor health than people without an intellectual disability
- Greater service use, but lower rates of detection of illnesses
- Less access to and lower uptake of preventative healthcare.
- Higher mortality rates and a very high proportion of deaths from potentially avoidable causes.<sup>7</sup>

## Mental Health

It is estimated that more than half (57%) of people with an intellectual disability also have a mental health condition.<sup>8</sup>

However, across Australian states and territories, people with an intellectual disability are often not included in mental health policy<sup>9</sup> and not recognised in healthcare settings as having an increased risk of experiencing mental ill-health.<sup>10</sup> As a result, people with an intellectual disability have much lower rates of access to preventative healthcare for mental health conditions.<sup>11</sup>



## Employment

29% of NDIS participants with an intellectual disability are in paid work. However, of this 29%, over three quarters (77%) work in Australian Disability Enterprises (ADEs), not the open labour market.<sup>12</sup>

People with an intellectual disability face many barriers to getting and keeping a job that pays a proper wage, including:

- The entry threshold for accessing Disability Employment Services (DES) is inaccessible to most people with an intellectual disability
- Lack of evidence-based supports
- Lack of ongoing support funding
- System complexity
- Negative attitudes towards people with an intellectual disability

As a result, people with an intellectual disability are shut out of the mainstream workforce.



## Income

Because DES and other employment systems are not inclusive, people with an intellectual disability are forced to rely on income support. **72% of people with an intellectual disability's main source of income comes from a government payment**, usually the DSP.



This means that many people with an intellectual disability live close to the poverty line.<sup>13</sup>

These are just a few examples that demonstrate the importance of inclusive practice. When government services, systems or processes are not inclusive, people with an intellectual disability and their families and communities are shut out from the services they need and are significantly disadvantaged as a result.

We need the government to acknowledge this and implement inclusive practice to lead the way in making society more inclusive of and for people with an intellectual disability.

## The government and inclusion

Government must implement inclusive practice throughout its agencies, systems, and processes to ensure services are inclusive and effective for people with an intellectual disability.

Implementing inclusive practices, such as those outlined in the Towards Inclusive Practice project resources, will not only ensure that Australia meets its obligations under the UNCRPD, but it will also set a standard and model best practice for other organisations, communities and individuals.

Research shows that two major facilitators in creating systemic attitudinal change around inclusivity is the **active presence of people with disability** in positions of power and leadership:

*when leadership positions are places where people demonstrate their commitment to change attitudes, then the interventions initiated from other levels are endorsed and gain momentum. Also, when people with disability hold leadership positions throughout organisations, the attitudes of others change, as seeing people with disability in leadership positions becomes an expectation and a common experience.*<sup>14</sup>



When inclusive practice is implemented and modelled by decision-makers at a government level—and particularly through the inclusion of people with an intellectual disability in leadership positions where they can inform and influence decisions—the effects are far-reaching and have the power to influence other parts of society.

By committing to ongoing inclusive practice in your role in government—no matter how senior—power dynamics can begin to shift. A new standard can be set: one that enables power to be shared through collaboration and relationships.

This kind of shared power dynamic is one that includes and engages meaningfully with the lived experience and expertise of people with an intellectual disability to make change. This way of thinking and working models inclusion at a high level and demonstrates to other organisations, agencies and communities that inclusivity is necessary, doable and valuable.

Above all, inclusive practice **upholds the human rights of people with an intellectual disability.**



## Rights and frameworks for inclusion

Inclusion is supported by a range of local laws, international regulatory bodies, and government and organisational commitments.

It is important to be aware of the legislative and regulatory contexts relevant to your service or organisation, as they provide mandates to guide inclusive practice and frameworks for reporting on and monitoring progress.

### The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

The [United Nations Convention on the Rights of Persons with Disabilities \(or UNCRPD\)](#) is an international treaty that aims to protect and uphold the rights of people with disability.

Australia was one of the original signatories to both the UNCRPD and its Optional Protocol.

When a country is a signatory to a human rights convention, they must then follow this by making sure the human rights are enshrined in law and upheld.

### Disability Discrimination Act 1992

Australia's [Disability Discrimination Act](#) was passed in 1992. The Act protects people with disability from discrimination based on their disability.

If an individual with disability feels they have been discriminated against, they can raise a complaint with the Australian Human Rights Commission.

Several states have their own Charters of Rights which further articulate the human rights framework for people in their jurisdiction.

## Australia's Disability Strategy 2021-2031

Australia's Disability Strategy 2021-2031 (the Strategy) is a plan developed by the Australian government and people with disability to make Australia more inclusive. It aims to make life better for people with disability in 7 main outcome areas:

- Employment and financial security
- Inclusive homes and communities
- Safety, rights and justice
- Personal and community support
- Education and learning
- Health and wellbeing
- Community attitudes

The goal of the strategy is to make sure Australia has a good plan for being more inclusive, to help governments around Australia understand how to be more inclusive, and to make services and systems better for people with disability.

It is important to be aware of Australia's Disability Strategy and the mandate it provides for implementing inclusive practice across government services, systems and processes.

You can read more [about the Strategy here](#).

In addition to National and State Disability Strategies, many organisations and government agencies also have their own Disability or Inclusion Action Plans.

These strategies and plans often include pillars of work or priority focus areas to address existing inequalities and are usually co-developed with the disability community.

We recommend that you read and understand the National and State disability plans or strategies that apply to your state, as well as any Action Plans developed by your organisations.



## National Disability Insurance Scheme (NDIS)

The NDIS encompasses a range of frameworks to guide service provision that is rights-based and inclusive.

### NDIA Inclusion and Diversity Framework

The NDIA Inclusion and Diversity Framework sets out the Agency's commitment to being an inclusive workplace and ensuring that everyone who comes into contact with the NDIS feels valued.

There are several elements to the Inclusion and Diversity Framework, including individuals plans geared towards specific groups, including Aboriginal and Torres Strait Islander people, LGBTIQ+ people and people from Culturally and Linguistically Diverse (CALD) backgrounds.

You can [read more about the Inclusion and Diversity Framework here](#).

### NDIS Quality and Safeguards Commission Code of Conduct

The Commission Code of Conduct applies to registered NDIS providers and their workers. It promotes safe and ethical service delivery by setting out expectations for how NDIS providers and their employees work.

There are many elements to the Code of Conduct that aim to promote inclusion, such as:

- Act with respect for individual rights to freedom of expression, self-determination, and decision-making in accordance with relevant laws and conventions
- Promptly take steps to raise and act on concerns about matters that may impact the quality and safety of supports provided to people with disability.

You can [read more about the Code of Conduct here](#).

## NDIS Practice Standards

Together with the Code of Conduct, the NDIS Practice Standards talk specifically about the quality standards that need to be met by NDIS providers and their workers. The Practice Standards set out expectations of what quality services look like and what NDIS participants should expect from their services.

The Practice Standards includes 4 core modules, which focus on different areas of services and supports. The first module covers rights of NDIS participants and responsibilities of providers, which sets out a mandate for adhering to human rights and the legal responsibilities of providers and their employees.

You can [read more about the NDIS Practice Standards here.](#)



## What is inclusion and inclusive practice?

Inclusion is a way of thinking that aims to include everyone. Inclusion is about acknowledging all the different lived experiences and barriers people may have. It involves working to ensure that everyone has equal opportunity to access, participate and make valued contributions regardless of who they are.

Inclusive practice means building inclusion into your regular ongoing ways of thinking and working.

Inclusive practice is just that—a practice. **It is a mindset, not a methodology.** Rather than being a list of to-dos that can be ticked off, it is an attitude that must be embodied through **constant learning, action, reflection and sharing.**

### Principles of inclusion

The following principles of inclusion were developed through the 12-month co-design process with Inclusion Advisor networks in the Towards Inclusive Practice project. They came about through key themes that recurred through discussions with Inclusion Advisors and emerged as the most important attitudes government must embody in order to undertake meaningful inclusive practice.

These are not intended to be prescriptive. Rather, they offer useful prompts to think about how they might apply to and bring about changes in your organisation.

Other Towards Inclusive Practice resources offer further information and tools that are based in and expand on these principles.

### Commit to ongoing work.

Inclusion is an ongoing process and must be invested in to be truly effective. This means seeking feedback and continually trying to improve.

### Identify and remove barriers.

Look at your existing processes, identify power dynamics at play and how these may impose barriers to people with an intellectual disability. Take steps to minimise or remove them. Are there people who are not represented in your current audiences who should be? Where might they be getting stuck and how can this be changed? Seek feedback and make changes when necessary.

### Everyone participates and is valued.

Inclusive practice, when implemented well, allows a wide variety of people to access practices, processes and systems. People accessing practices, processes and systems should reflect a wider diverse community. This also means everyone's contributions are encouraged, seen, valued, and acted on fairly, including the implementation of extra processes or supports when required.

### Think about who is not in the room.

Include people on the margins / those who are likely to be excluded. Give additional thought to the people who face the most barriers and are least likely to be able to access systems. This can include people with multiple and diverse needs, such as people with an intellectual disability who are also part of culturally and linguistically diverse communities. This is also referred to as **intersectionality**.

## What does inclusive practice look like

It is important to remember that inclusive practice is more of a mindset than a methodology. Having an attitude of inclusivity means embodying the principles of inclusion above. In action, this may look like:

- Seeking and seeing the value in embracing the skills, stories and expertise of people with an intellectual disability
- Including people with an intellectual disability in consultation sessions more than a tokenistic way
- Ensuring Easy Read materials are available at the same time as non-Easy Read materials
- Ensuring people with an intellectual disability are active and visible in leadership positions
- Being committed to ongoing change—allows this to inform the ways you think and work is key. Practical approaches, tools and structural changes accompany this attitude.

In the Towards Inclusive Practice resources, you will find a number of videos, tipsheets and guides that home in on ways of implementing inclusive practices in areas such as:

### Forms and documents

- Having good quality Easy Read documents available for any information that is relevant to or impacts people with an intellectual disability
- Allowing people adequate time to understand, complete and submit documents

### Feedback, advisory groups and consultations

- Seeking feedback from people with an intellectual disability directly
- Recruiting people with an intellectual disability to co-design or advise
- Implementing inclusive meeting practices
- Ensuring consultations have adequate representation of people with an intellectual disability



## Representation and workforce

- Recruiting people with an intellectual disability for paid work opportunities.

## Communications, media and engagement

- Representing the experiences of people with an intellectual disability alongside other service users.
- Recruiting people with an intellectual disability to co-design or advise.

## Technical equity

- Acknowledging inequity of device, technical and internet access, and having alternative processes available if needed.

## Ongoing monitoring, review and reflective practices

- Inclusive practice must be embedded as a practice: and ongoing process that is continually monitored and reflected upon.
- When accountability structures are not set up, the responsibility for change often and mistakenly falls to people with disability as a group.

## What is the difference between inclusion and accessibility?

Accessibility is one part of inclusion. Accessibility usually refers to specific, disability-focused changes implemented for the benefit of people with disability, although they may also be beneficial for the wider community.

Accessibility often refers to structural changes that enable people to access an event, service, product, or resource.

Examples of accessibility measures include:

- Easy Read translations of documents
- Captions or Auslan interpreting
- Physical modifications to homes, workplaces and other environments, like ramps or grab rails.

Accessibility is one part of inclusion, but **inclusion doesn't just mean making the structural changes.**

Inclusion—and having an inclusive practice—is about thinking about everyone's experiences, barriers and needs, designing for all, and ensuring everyone feels valued, respected, and able to contribute.



## Examples of access vs inclusion

**Accessibility** helps people get into the room.

**Inclusion** happens when everyone in the room can participate equally and are valued equally.

A website might be **accessible** if it contains features like keyboard navigation, captions on videos, image descriptions, or the ability to change text size, and meets accessibility guidelines as defined by WCAG. These features allow people with disability to access your work.

A website could be **inclusive** if it is accessible, but also has content designed for a wide variety of audiences and can be accessed by a wide variety of people, regardless of geographic, technical, socioeconomic, or other barriers. This is not just about being able to access your website - instead, this is about ensuring as many people as possible can get what they need from your website.

## What about usability?

When discussing accessibility and inclusion you might hear the terms **usability** or **user experience**. Usability is about designing information, products or services to make sure they are efficient and meet the intended users' needs.

While there is overlap between usability and accessibility, usability principles and practices are usually not enough to meet accessibility needs and do not usually consider inclusion principles.

## What about universal design?

**Universal design** is another term that is used to talk about ways of designing information, services and processes that benefit everyone (the majority of society).

Plain English is a good example of effective universal design. Using Plain English in the information you provide, on your website, and on forms and other evidence means more people will be able to receive the information easily. Universal design often incorporates accessibility measures, but designing for “everyone” has its limits.

However, many so-called ‘universal’ design approaches are often not fit for purpose people with an intellectual disability.

This is why it is crucial to ensure appropriate and genuinely inclusive formats and designs are used when providing information for people with an intellectual disability.

## What barriers do people with an intellectual disability face when accessing government services?

The ways in which government services, systems and processes operate tend not to be inclusive. As the examples on page 8 demonstrate, people with an intellectual disability face a range of significant barriers to accessing the services they need. The lack of inclusion means that people with an intellectual disability are denied their human rights and shut out of the services they need to access.

When services or organisations are not inclusive, people with an intellectual disability experience worse outcomes than people without an intellectual disability.

Government needs to acknowledge these barriers and take steps to address them by committing to ongoing inclusive practice.

Inclusion Advisors told us about the following main barriers that people with an intellectual disability face when government services, processes or systems are not inclusive.

- Long wait times for accessing government services
- Poor response rate
- Lack of consistency
- Difficulty navigating systems because of complexity and lack of accessible options

Other, more general barriers that people face include:

### Negative attitudes toward people with an intellectual disability

Some people think less of people with disability, including people with an intellectual disability, than they do of people without disability. We call this **ableism**. This may be conscious or unconscious bias.

It can be to do with the exposure and connections someone has had to people with an intellectual disability in their lives, including through the education system. Many people with an intellectual disability attend specialist education settings and are not in mainstream schools, so there is limited opportunity for children to get to know each other, interact, and build relationships as they grow up.

## What are the solutions?

- Advocating for change and implementing inclusion at all societal levels, including public policy.
- Providing training and other capacity building tools to staff on disability awareness delivered by people with an intellectual disability and other supporters.
- Employing people with an intellectual disability in your workforce by providing options for people to be leaders, have involvement in projects and share their stories.

### Lack of understanding

Many people do not know or understand the experiences of people with an intellectual disability, including lack of access to services and supports, and the consequences of access barriers. This can sometimes mean that people make assumptions about people with an intellectual disability, which can be harmful and perpetuate disadvantage and discrimination.



## What are the solutions?

- Ensure there is representation of people with an intellectual disability in consultation, feedback, service delivery and co-design.

### Lack of skills

People can feel uninformed and like they don't have the skills to work with people with an intellectual disability.

#### What are the solutions?

- Widespread knowledge of inclusive practice and a commitment to ongoing work in this area.
- Sustainably invest in capacity building resources to build a skilled workforce who can work effectively with people with an intellectual disability.
- Seeking out the stories and expertise of people with an intellectual disability, and sharing these resources with your networks.

### Limited resources

People mistakenly assume that inclusion is expensive, time-consuming, or requires specialist training, and that it is not accessible or doable for most organisations.

#### What are the solutions?

- Wider education about the themes and keys to inclusion with opportunities to practice.
- There are many elements of inclusive practice that are free or low cost and can be implemented in design without significant financial investment—please explore the Towards Inclusive Practice resources for more detail and actionable ideas.
- Implementing and normalising inclusive practice within leadership positions can help to remove the perception of inclusion being resource intensive.

## Myths about inclusion

There are a number of misconceptions about inclusive practice that stand in the way of change being made. Government must remember that inclusion benefits everybody: it empowers people, upholds their human rights and makes services more efficient and effective.

### Myth: Inclusion is expensive.

There are many ways of making organisations or services more inclusion that are free or low cost and can be implemented in design without significant financial investment. Additionally, investing in inclusive practice can actually save costs over time - if a person is able to get what they need on the first try, there is less need for additional contact hours, troubleshooting, or cost of additional resource production to meet the same initial need.

### Myth: Inclusion is a disability-specific issue.

Inclusion is a broad topic that covers race, gender, culture, disability, geography, socioeconomic status, and many other intersecting factors. Thinking about inclusion acknowledges the diversity of our community and those who engage with government services. It helps make sure people can get the information, resources and supports they require.

### Myth: Inclusion is the responsibility of people with disability or the social services or human services department, not all government departments.

Inclusive practice is not a checkbox item that can be implemented in isolation through a single intervention or a single agency. It certainly is not the responsibility of people with disability to implement these changes. Inclusive practice is meaningfully implemented through a collaborative, cross-sector approach. People with an intellectual disability use many different government services and will have access and inclusion needs for each service they access. Different services and agencies must interface well to effect the changes that are needed to bring about greater inclusion.

### **Myth: We can't implement inclusive practice until society changes its attitude.**

When people in leadership positions demonstrate their commitment to change attitudes and embed inclusive practice, it impacts and leads to change in other levels of society. By modelling good practice when working with people with an intellectual disability, government services can influence other sectors and businesses to also invest in inclusion.

### **Myth: It is not practical to implement inclusive practice.**

Inclusion is always practical. Implementing inclusive practice removes barriers to service access and delivery, meaning more people can get what they need more easily and reducing workload for staff (e.g. direct customer support needs).

### **Myth: Inclusive practice requires specialist skills to implement.**

Inclusion principles generally do not require specialist skills. Instead, inclusion requires an ongoing commitment to include people with an intellectual disability and to build equitable practices, processes and systems. If specialist skills are required (e.g., Easy Read document development), these can be outsourced to expert organisations.

## **The benefits of inclusive practice**

Implementing inclusive practice upholds peoples' human rights. It ensures that the Australian government meets its obligation under the UNCRPD and empowers people to live the kind of life they want, on their terms.

Some practical ways that inclusive practice benefits people with an intellectual disability, organisations and communities include:

### Easier processes for everyone

If a person can get what they need easily (for example, downloading an Easy Read form to fill out), processes become faster and there is less need to access help and support, resulting in less frustration for the user and a quicker customer journey.

### People are more likely to get what they need the first time

Barriers to inclusion, such as inaccessible documents and processes, can lead a person to give up on getting the services and supports they need. This may then lead to more intensive supports required down the track because preventative support was not accessible.

### User satisfaction increases

People who can get what they need easily and who are treated well during the process will be more satisfied with the practices, processes and systems they have accessed as a result.

### Ensuring practices, processes and systems that are truly fit for purpose

Including people with an intellectual disability in the paid workforce, in consultation and co-design, ensures practices, processes and systems will be suitable for the intended audience.

### Public perception and aligning to expressed values

Some government departments have implemented disability inclusion protocols, strategies, or action plans, or have expressed a commitment to upholding Australia's Disability Strategy. Designing for the inclusion of people with an intellectual disability aligns with the strategic inclusion goals of many government departments and supports a better public image within the disability community and society as a whole.

## What happens now?

This guide aimed to **provide an overview of inclusive practice** for managers and policy makers to understand what it is, **how it can effect systemic changes** to increase inclusivity, and **why it matters to government**.

It has demonstrated that when government commits to ongoing inclusive practice, it means:

- Everyone will be able to access the work, services or programs you offer
- People with an intellectual disability are represented, specifically designed for, and recruited as people with valued insights and contributions
- Australia's human rights commitments are enshrined and upheld
- People with an intellectual disability will experience better long-term outcomes.

This guide was developed as part of the Towards Inclusive Practice project along with a suite of other resources. These were developed over 12-months of work with people with an intellectual disability. The resources draw on their lived experience, expertise, and ideas for how to make government services, systems and processes more inclusive.

Other resources developed as part of this project include:

- Detailed guides
- Fact sheets
- Checklists
- Reflective practice activities.

We hope that you seek out these other resources and use them to inspire and guide your work towards inclusive practice. Learning about inclusive practice and progressing towards inclusion supports an inclusive and progressive Australia for people with an intellectual disability.

Making change can feel daunting. But when you take steps to make sure inclusive practice informs how you think and work, change starts to feel empowering.

When leaders work collaboratively and share power with people with an intellectual disability, make structural changes and commit to ongoing inclusive practice, it means you begin to move closer to the margins where people have been left out and denied their human rights. It is by standing there together, with a common purpose for change, that those margins begin to be erased.



## Other Resources

The resources below offer helpful further reading and guidance on inclusive practice.

- **The United Nations Convention on the Rights of Persons with Disabilities** – humanrights.gov.au: [United Nations Convention on the Rights of Persons with Disabilities \(UNCRPD\) | Australian Human Rights Commission](#)
- **State and territory Disability Plans** – Disability Gateway: <https://www.disabilitygateway.gov.au/ads/key-actions-strategy#plans>
- **The Attorney-General's Department** has prepared a guidance sheet on the rights of people with disability in Australia aimed at the public sector. It also contains links to other helpful resources:  
[Rights of people with disability | Attorney-General's Department \(ag.gov.au\)](#)
- **The Australian Human Rights Commission** has also published an explanation of human rights, what it means to be a signatory to a Convention, and how these rights are then enshrined in our law:  
[Human Rights in Australia | Australian Human Rights Commission](#)
- **Inclusion Services – Council for Intellectual Disability**. CID offer a range of tailored inclusion services, including Easy Read development, product and service testing and inclusion audits:  
<https://cid.org.au/inclusion-services/>

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