

16th Annual National Policy Forum on Inclusion

# What's holding us back?

## The future of inclusive education in Canada

We all have a part to play in breaking down barriers and creating a culture of inclusive education throughout the lifespan. This information sheet includes links to resources that were mentioned during the event. It also provides ideas of actions you can take after attending this year's policy forum.

### General Resources

- Explore the [Source for Inclusive Education](#) website
- Read Inclusion Canada and Inclusive Education Canada's [Joint Submission to the UN Special Rapporteur on the Right to Education](#)



## Part-time school has a full-time impact: The realities of partial day schooling (November 5, 2025)

- Read Inclusion Canada's national report, [Pushed Out: The Harmful Effects of Partial Day Schooling](#)
- Read the NB Youth Advocate's report, [A Policy of Giving Up: How New Brunswick schools illegally stopped education hundreds of students and why the government must protect vulnerable children](#)
- Explore BCEdAccess Society's [Exclusion Tracker](#)
- Explore Inclusive Education Canada's three new guides:
  - [Challenging Partial Day Schooling: Guide for Families](#)
  - [Challenging Partial Day Schooling: Guide for Organizations](#)
  - [Preventing Partial Day Schooling: Guide for School Leaders and Ministries of Education](#)





## Behind closed doors: A call to end seclusion and restraint in schools (November 12, 2025)

- Read Inclusion BC's report, [Stop Hurting Kids II: Restraint & Seclusion in BC Schools – 2017 survey results & recommendations](#)
- Read Inclusion BC's report, [Stop Hurting Kids Policy Review – Report on the Review of the Adoption of Policies on the Use of Physical Restraint and Seclusion in BC's School Districts](#)
- Read the NB Youth Advocate's report, [Isolated: How school seclusion rooms became accepted practice outside the law](#)
- Read Inclusion Alberta's report, [Use of Seclusion and Restraint in Schools: September 2018 survey results summary](#)
- Read Community Living Ontario's Report, [Crisis in the Classroom: Exclusion, seclusion, and restraint of students with disabilities in Ontario schools](#)
- Read Nadine Bartlett and Taylor F. Ellis' article from Manitoba, [Interrogating Sanctioned Violence: A Survey of Parents/Guardians of Children with Disabilities about Restraint and Seclusion in Manitoba's Schools](#)
- Have a conversation with your school's principal to see if your school practices seclusion and/or restraint. Inclusion Alberta suggests some [questions you can ask](#).



## The ripple effect: How inclusive education changes lives and communities (November 19, 2025)

### **These questions can help you think of ways to make your neighbourhood school more inclusive:**

- Are children with an intellectual disability educated at their local neighbourhood school? Are they provided with the accommodations and support they need to be successful?
- Do children with and without disabilities interact at school? Are they part of the same classroom? Do they eat lunch together?
- Are children with an intellectual disability included on field trips and at social events like school dances?
- Do children with an intellectual disability have choices about who they spend time with and what activities they participate in?
- Is the school and playground accessible for all children?
- Do sports teams and social clubs at the school include children with disabilities? Do coaches have training about inclusive recreation?
- Do parents of children *without* disabilities play an active role in championing the importance of inclusive education?
- Are lessons designed so that all students can learn together? Are students encouraged to help and learn from each other?

- Do lesson plans include teaching students about disability and its history in Canada? [Truths of Institutionalization: Past and Present](#) can help.

### **My neighbourhood school isn't inclusive. What should I do?**

- Speak up. Whether you (or your child) have a disability or not, let the school know how important it is that everyone belongs. Every child has the right to an inclusive education. Every child should feel safe and accepted at school.
- Share resources like [Inclusive Education Canada](#) and the [Source for Inclusive Education](#) with the school.
- Get involved with school activities. Suggest ways to make these activities more inclusive for all children.

These suggestions are taken from the resource [Ways to make your community more welcoming and inclusive: Advice from people with an intellectual disability](#). Inclusion Canada and people with an intellectual disability (self-advocates) created this document together.

