

How well does your school include people?

Instructions for completion

The survey should take you 5-20mins to complete. Your answers will be confidential. The information is used to form a well rounded picture of social inclusion for people with disability (and all abilities!) at your high school. It might help us to change things!

If you find some of the survey questions tricky, you may like to ask someone to help you. If you are a person with an intellectual disability you might like to answer our questions using the Visual Survey instead.

Please read and think carefully about your experience at the school that you are currently studying or working at before choosing a response to each statement. Pick one answer, unless the question asks you to tick all that apply.

You might not know the answer to all the questions, and that's okay! If you are not sure what a question means, or you can't answer the question, pick 'Unsure if this applies/I do not understand' column - do NOT 'guess' an answer. Please answer all questions.

When you have finished the questions, there is room for more comments. Please include here any extra information that you think we should know.

If you do not want to take the survey, that's fine. You don't have to.

Thank you for taking the survey.

About you and your school

These questions are about you and your school

1. Which school do you attend or work at?

2. Are you a person with a disability?

Yes

No

Maybe...I'm not sure.

3. Please tick that apply

- I am a person with a hearing impairment.
- I am a person with a vision impairment.
- I am a person with a communication impairment.
- I am a person with cerebral palsy.
- I am a person with down syndrome.
- I am a person with intellectual disability or developmental delay.
- I am a person with autism spectrum disorder.
- I am a person who uses a wheelchair.
- I am a person with a mental health condition.
- Other
- I don't want to say what disability I have.

Other (please specify)

4. I am

- A student at school
- An adult member of the school community

5. I am currently in

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

Attitudes at school

6. I feel like other students respect me.

Not at all Sometimes Mostly All of the time Unsure, don't know

Why? if you can, give an example

7. I feel like teachers respect me.

Not at all Sometimes Mostly All of the time Unsure, don't know

Why? If you can, please give an example

8. I feel that my school tries to change community stereotypes (widely held, simple, fixed ideas) about disability.

No Average Yes
 Sometimes Mostly

If you have said Yes or No please give an example

Social Inc. Annual Inclusion Survey Template

Teachers at school

9. I feel like teachers at my school have knowledge and understanding of different disabilities.

- Not at all Average, they're okay Most teachers, most of the time Some teachers seem to understand a lot.
 I'm not sure

Comment

10. I feel like teachers help to include students with a disability socially in class and other activities.

- Not at all Sometimes Mostly All of the time Unsure

Comment

School and Family

11. What was it like moving from primary school to high school for you?

Easy Quite good Okay Could have been better Hard

If you answered Easy or Hard, please say why

12. I feel like my school talks to my family about ways to support me socially at school.

Not at all Average, they're okay All of the time I'm not sure

Comment. Please give examples if you like.

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Getting involved at school

13. I see students with disabilities...

	Never	Sometimes	Often	All the time	Unsure
Take school leadership positions e.g., SRC, committees, house leaders, sports captains etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take part in classroom and school routines like jobs, roll call, eating lunch in common areas etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take part in school plays, field trips, camps, sport and community service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get around easily – students with disabilities can access all areas (e.g. there are ramps and/or lifts.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

Getting to know people

14. I feel like...

	Not at all	Sometimes	Often	All the time	Unsure
There are students at school that I can trust and talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are students that I can hang out with or play different activities with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can join clubs at all school like chess, choir, band, dance, sport teams etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are adults at school that I can trust and talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What sort of clubs are you interested in? (Please specify.)

Communicating

15. I feel...

	Not at all	Sometimes	Often	All the time	Unsure
Confident to communicate with my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident to communicate with a student who has a disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident to participate in group activities and discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident to use different communication styles e.g. sign language, writing, using a story board, iPad etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you said Not at all, or Sometimes, please tell us why

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About you (adult community members)

16. I am

- The school's Principal
- The school's Deputy Principal
- A Head of Department
- A Teacher
- A Special Education Teacher
- A Teacher's Aide
- A Parent
- Other (Please specify)

Inclusive Best Practice Indicators

17. The values of 'diversity' and 'inclusion' are evident in my school's mission statement (tip - this might be on your school website.)

- Yes
- No
- Unsure

18.

Teachers' Professional Development

	Never	Sometimes	Often	All the time	Unsure/ don't understand
Teachers are confident with the level of understanding they have about different disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have useful strategies for dealing with student insensitivity or lack of awareness around including students with disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have useful ways to socially include students with disability in the classroom setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19.

Family-School Partnerships

Families and schools work together to create quality inclusive educational experiences for students with disabilities.

	Never	Sometimes	Often	All the time	Unsure/ don't understand
Families are informed about resources to support their child's social and emotional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers promote the values and benefits of inclusive education whenever possible (e.g., at meetings, annual reports, in school newsletters, websites.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structures are in place for students with disabilities moving from primary school to high school involving families, teachers and support staff. These ensure supports and educational programs are passed on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Inclusive Best Practice Indicators

20.

High Expectations

All students feel respected and valued to the same high level in the school community.

	Never	Sometimes	Often	All the time	Unsure/ don't understand
Social and emotional expectations are as high for students with disability as all other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When teachers and students talk about, or to students with disabilities, they choose words that define the person first, not the disability (e.g., NOT 'disabled person' but 'a person with disability').	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21.

Full participation

All students, including those with disabilities have access to the full range of school organised learning experiences and environments.

	Never	Sometimes	Often	All the time	Unsure/ don't understand
Students with disabilities are represented in school leadership positions e.g., SRC, committees, house leaders, sports captains etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities take part in classroom and school routines e.g. jobs, roll call, eating lunch in common areas etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities participate in school plays, field trips, camps, sport and community service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school is easy to get around, students with disabilities can access all areas (e.g., there are ramps and/or lifts.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Inclusive Best Practice Indicators

22.

Communication Devices

Some people with a disability find that talking and writing can be difficult, so they might use other ways to communicate.

Do any students at your school use assistive communication devices instead of (or as well as) speech or writing? (e.g. visual aids/prompts, picture boards, story boards, iPads, or hi-tech eye gaze devices or similar.)

- Yes
- No
- Unsure

Inclusive Best Practice Indicators

23.

Communication Devices

Some people with a disability find that talking and writing can be difficult, so might use other ways to communicate e.g. visual aids/prompts, picture boards, story boards, ipads, or hi-tech eye gaze device.

	Never	Sometimes	Often	All the time	Unsure/ don't understand
Students with disabilities, their family members, and classmates without disabilities help to choose the selection of messages programmed into the device.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and support to use the device are provided to the students with disabilities in the context and routines in which the students will communicate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and support to use the device are provided to all teachers, aides and classmates, in the situations in which the students will communicate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24.

Social relationships

Hanging out with other kids outside of class when you are at school is important to making friends. Being able to chat to teachers and other adults in your school community is also good.

	Never	Sometimes	Often	All the time	Unsure/ don't understand
Students with disabilities have the same variety of social networks as everyone else. (e.g. close friends, acquaintances, students they share activities with, on-line friendships etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities take part in the same variety of inclusive and typical extracurricular activities as everyone else. (e.g., sports teams, band, choir, school plays, chess etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All adults within the school community (not just special education teachers and aides) are able and willing to offer physical, emotional and learning support to students with disabilities (e.g. classroom teachers, librarians, coaches, office personnel, volunteers etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible transport and staff support are provided when necessary to enable students with disabilities to take part in their chosen activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Inclusive Best Practice Indicators

25.

In charge of the future

How you view life and what you are good at help you to identify and pursue your own goals.

	Never	Sometimes	Often	All the time	Unsure/I don't understand
Within the school curriculum there are opportunities for students with disabilities to identify what they are good at and what they need to work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities communicate their own thoughts, needs, opinions and wishes, (with support from assistive communication if needed) to friends, family and teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior students who have a disability have the same opportunities as others for planning their future (e.g., choices of post secondary education, work, community living, leisure and recreation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Before you go...

A couple more questions.

26. Tell us about one thing that you would like to improve for students with disability at your school. Can you give an example? What would you do to address this?

27. Tell us about one thing that you think your school does REALLY well to include students with disability. Why is it good?

28. Anything else?

Get involved!

29. Are you interested in meeting new people at school?

30. What days are good for you?

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday