

# How to DIP – Tier 3 in practice



# Acknowledgement of Country

We acknowledge the Traditional Custodians of country throughout Australia and their connections to land, sea and community.

We pay our respect to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.



Artwork by students from Barwon Valley Special School - Zackery Kenyon, Xavier Thomas, Chester McKenzie and Connor Brooks

# Learning Intention for today's session

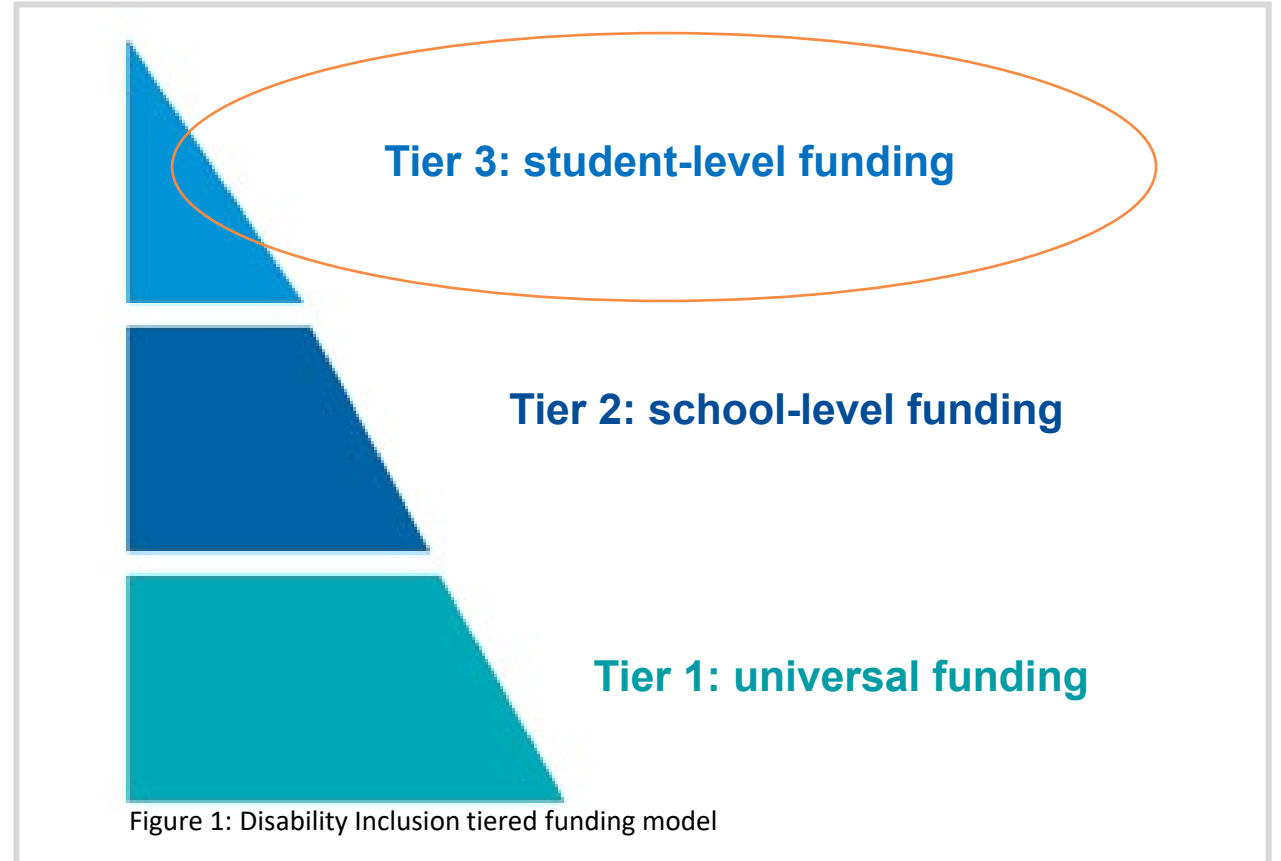
Deepen your understanding of the Disability Inclusion Profile (DIP) process and the guidelines that support this

# Disability Inclusion Funding Model

This funding broadly replaces the Program for Students with Disability (PSD) level funding.

It ensures students with the highest needs continue to receive the personalised support they require.

Tier 3 guidance is available on PAL



## More information and support:

- Module 6 and 7 of the Disability Inclusion eLearning available on LearnEd

# Key differences of Disability Inclusion compared to PSD

	The PSD process	The Disability Inclusion process
<b>Eligibility for Tier 3 funding</b>	PSD categories, with diagnostic or impairment based eligibility criteria	High functional needs demonstrated through the Disability Inclusion Profile; <b>AND</b> severe functional capacity limitation (Vineland) <b>OR</b> at least one diagnosis of conditions known to substantially increase a student's functional needs
<b>Assessment of need</b>	Educational Needs Questionnaire (ENQ)	ENQ replaced with Disability Inclusion Profile
<b>Evidence of need</b>	Evidence of level of impairment, deficits; <b>'why' a student is not progressing</b> and the adjustments required to be in place (through the ENQ).	<b>Evidence of 'what' is needed to support the student.</b> Evidence adjustments in place or required to be in place to maximise participation along with the student's responsiveness to current adjustments.
<b>Timelines and process</b>	Prep round, annual rounds, 6/7 reviews and out of round applications	Schools can register students into the Disability Inclusion process <b>at any time</b> the students meets the registration requirements

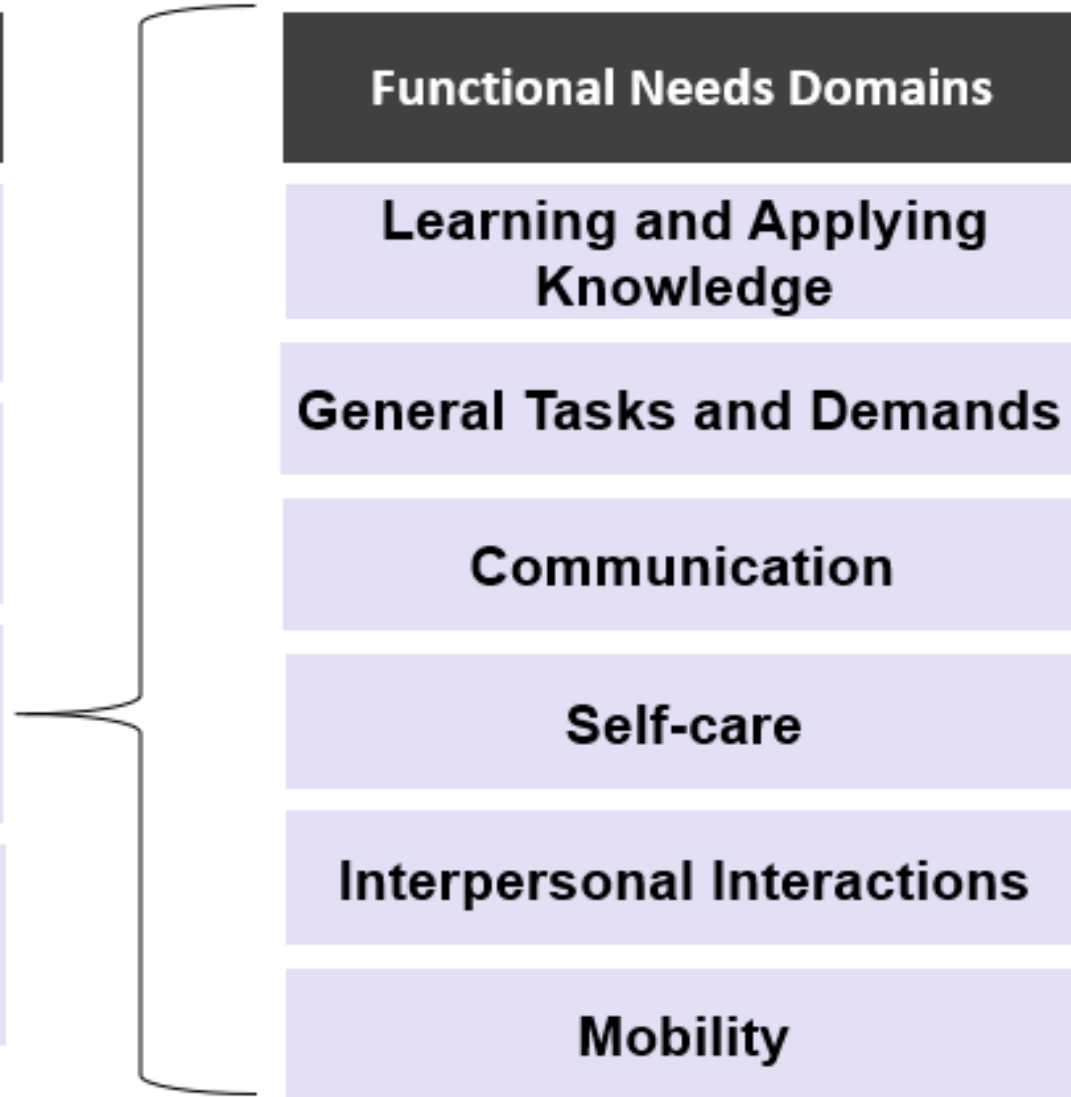
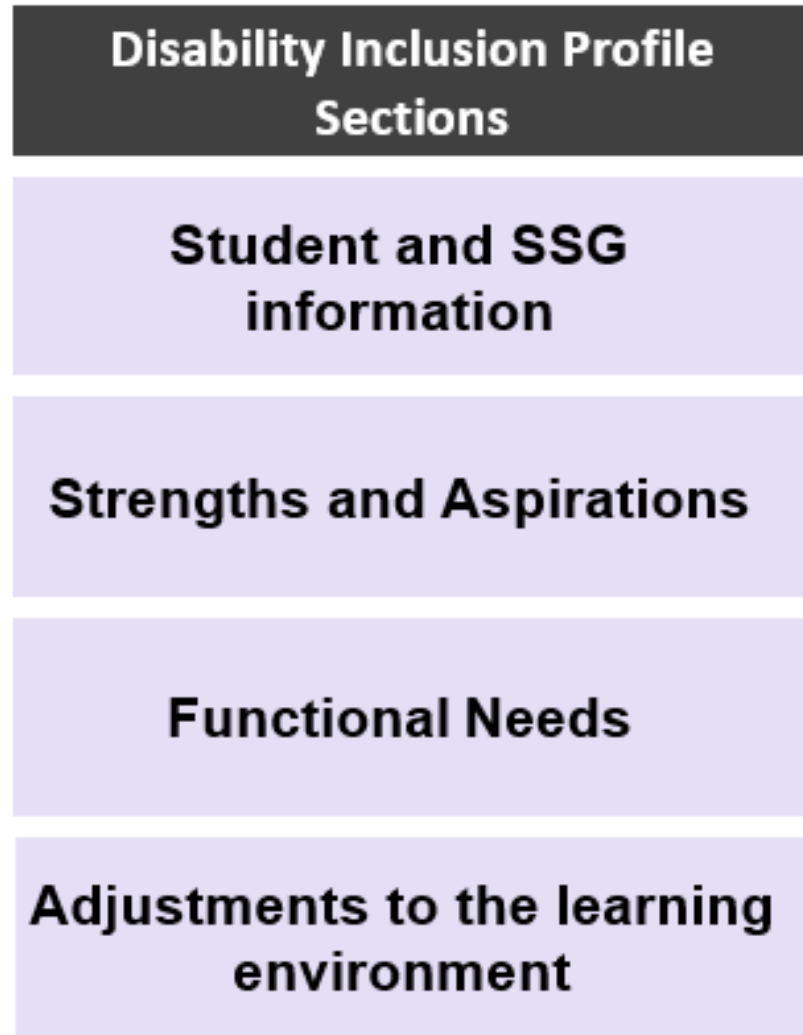
# Acronyms

- **AHA** – Australian Healthcare Associates
- **DIFS**– Disability Inclusion Facilitator Service
- **DIP**– Disability Inclusion Profile
- **IEP**– Individual Education Profile
- **PAL** – Policy and Advisory Library
- **RDC** – Regional Disability Coordinator
- **SIG** – Supporting Information Guidance
- **SSG** – Student Support Group








































# Disability Inclusion Profile

# Disability Inclusion Profile



## Disability Inclusion Profile – Domain Table

 <b>Learning and Applying Knowledge</b>	 <b>General Tasks and Demands</b>	 <b>Communication</b>	 <b>Self-care</b>	 <b>Interpersonal Interactions</b>	 <b>Mobility</b>
<p>How the student learns:</p> <ul style="list-style-type: none"> <li> Watching</li> <li> Listening</li> <li> Reading</li> <li> Writing</li> <li> Mathematics (Calculating)</li> <li> Focusing and directing attention</li> <li> Solving problems</li> </ul>	<p>How the student goes about their day:</p> <ul style="list-style-type: none"> <li> Carrying out daily routines</li> <li> Undertaking tasks independently</li> <li> Handling stress and other psychological demands</li> <li> Managing one's own behaviour</li> </ul>	<p>How the student shares information:</p> <ul style="list-style-type: none"> <li> Producing non-verbal messages</li> <li> Interpreting Spoken Messages</li> <li> Interpreting non-verbal messages</li> <li> Using expressive language (Speaking)</li> <li> Conversation</li> </ul>	<p>How the student looks after themselves:</p> <ul style="list-style-type: none"> <li> Drinking</li> <li> Eating</li> <li> Dressing</li> <li> Toileting</li> <li> Washing oneself</li> <li> Looking after one's health</li> <li> Looking after one's safety</li> </ul>	<p>How the student gets along with others:</p> <ul style="list-style-type: none"> <li> Responding to the feelings of others</li> <li> Forming relationships</li> <li> Regulating behaviours within interactions</li> <li> Interacting according to social rules</li> </ul>	<p>How the student moves:</p> <ul style="list-style-type: none"> <li> Lifting and carrying objects</li> <li> Fine motor skills</li> <li> Moving from place to place</li> <li> Positioning one's body</li> </ul>

View the [Supporting Information Guidance for Schools](#) for further support to identify and prepare key information to complete the Disability Inclusion Profile.

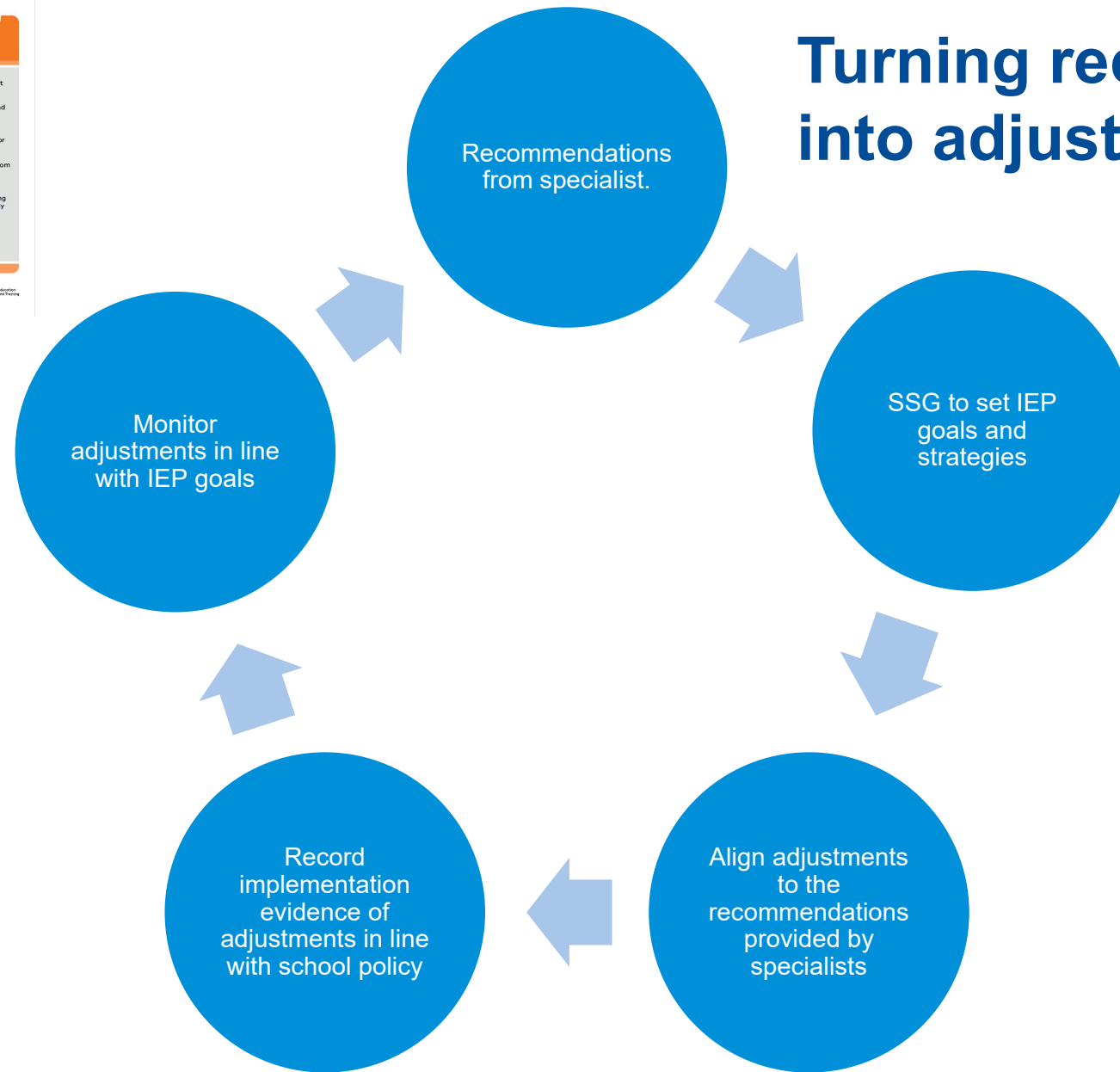
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Learning and Applying Knowledge	General Tasks and Demands	Communication	Self-care	Interpersonal Interactions	Mobility
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View the Supporting Information Questionnaire for Schools for further support to identify and prepare key information to complete the Disability Inclusion Profile.



# Turning recommendations into adjustments.



# Four decision points to access Tier 3 funding

1

The student can access a Disability Inclusion Profile meeting – see [process overview](#)

Profile meeting

2

The student's Disability Inclusion Profile score meets one of the following Profile eligibility thresholds as deemed during DIP SSG:

1. Extensive adjustments for at least three profile activities
2. Substantial or Extensive adjustments for at least eight activities

3

Meets Vineland-3 threshold - Yes or no?

Vineland-3 is required for all Tier 3 eligibility determinations. Schools must complete a Vineland-3 for all students.

4

Yes

No

Does student have diagnosed condition from the [published list](#)

or

Enhanced moderation pathway as [described here](#)

Eligible for Tier 3 funding

# Preparing for a Profile Meeting:

# Former Principal of Ashby PS



# What is an adjustment?

Planning

Assessment  
and  
Reporting

Teaching

Environment

Equipment  
and  
Resources

## Primary School example: Adjustments

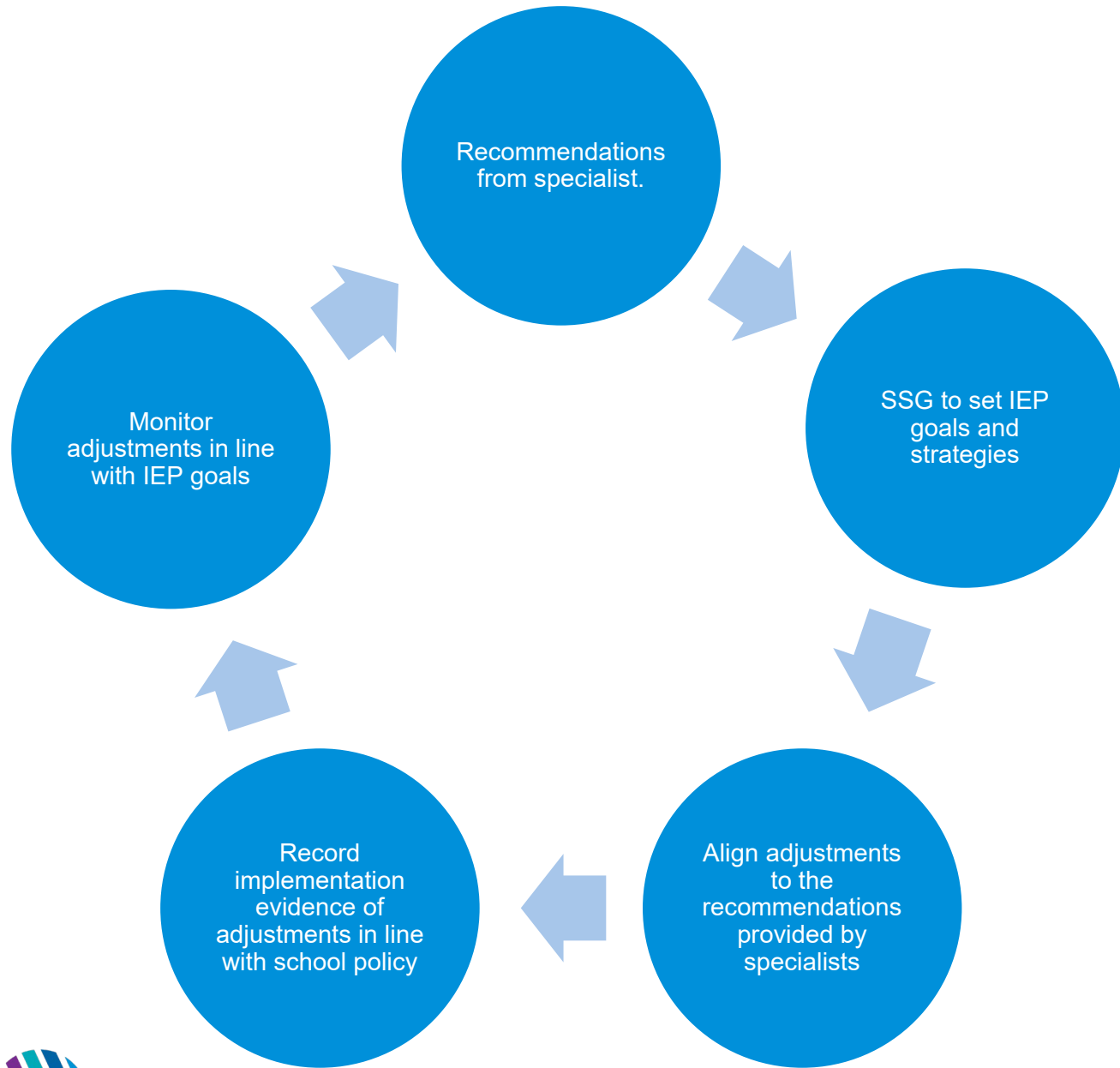


[St Catherine's School: Adjustments - Nationally Consistent Collection of Data \(nccd.edu.au\)](http://nccd.edu.au)

# Levels of Adjustment Descriptors

Level of Adjustment Descriptors	What does this mean?	How is supporting information considered?
Students access the education program provided to same-age peers within <b>the present environment of supports</b> offered at the whole-school level.	No adjustments are required.	No supporting information is required
<b>Differentiated teaching</b> refers to class-wide adjustments that support a broad cohort of students to access learning on the same basis as their peers.	Adjustments are provided through usual classroom practice.	Verbal supporting information is sufficient
<b>Supplementary adjustments</b> occur for some activities at specific times during the week. The school provides some individual strategies for the student.	Adjustments are provided some of the time.	Supporting information should be sighted and discussed
<b>Substantial adjustments</b> are supports or adjustments to the usual educational program that occur at most times on most days for the student.	Adjustments are provided most of the time.	Supporting information would usually be uploaded prior to the profile meeting and sighted and discussed in the profile meeting. Specifically the discussion would be around the implementation of the adjustment that has been documented.
<b>Extensive adjustments</b> are individualised and targeted adjustments and/or intensive support at all times for the student.	Adjustments are provided all the time	Supporting information would usually be uploaded prior to the profile meeting and sighted and discussed in the profile meeting. Specifically the discussion would be around the implementation of the adjustment that has been documented.

# Turning recommendations into adjustments.



# Differences in Levels of Adjustment

	Present Environment of Supports	Differentiated Teaching	Supplementary	Substantial	Extensive
<b>Writing</b>	The student is developing age appropriately in their ability to produce written text in order to convey meaning.	The student requires occasional assistance to produce written materials. The student may require occasional assistance to use an assistive device to write.	The student is developing writing skills with additional support.  Their teachers may access specialist advice for targeted teaching. The student may require support to use assistive technologies to write.	The student can write with substantial support (including learning to write in Braille or with other symbols).  They require specialised technology for written expression, and/or access specific writing programs delivered by specialists, and/or access alternative means of assessment.	The student uses a means of written expression that requires extensive support from others (including learning to write in Braille or with other symbols).  They require individual support to use specialised technology, individual instruction from specialists and access assessments through means other than writing.

<b>Managing one's own behaviour</b>	The student responds to new situations, people or experiences in a consistent manner.	The student occasionally requires assistance to respond to new situations, people or experiences in a consistent manner. This may include classroom-based prompts about transition or visual cues.	The student may require specialist advice and targeted teaching strategies to respond appropriately to new situations, people or experiences.	The student requires specialist personalised programs or interventions to be able to respond appropriately to new situations, people or experiences.	The student responds inconsistently to new situations, people or experiences. This is apparent in the student's individualised behaviour program.
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# Spotlight on : Substantial and Extensive Adjustments

Substantial	Extensive
<ul style="list-style-type: none"><li>• Essential adjustments</li><li>• <b>Considerable</b> adult assistance</li></ul>	<ul style="list-style-type: none"><li>• Extensive <b>targeted</b> adjustments</li><li>• Sustained levels of <b>intensive support at all times.</b></li><li>• Highly individualised.</li><li>• Comprehensive</li><li>• Ongoing</li></ul>

8 activities at a minimum of substantial

or

3 activities at extensive

# Supporting Information Guidance for Schools











## On Policy and Advisory Library (PAL)

<https://www2.education.vic.gov.au/pal/disability-inclusion-profile/resources>

## Resources

Please refer to the department's collated list of links and resources to support disability inclusion (DOCX) 

## Disability Inclusion Profile and Process

- Disability Inclusion Profile (DOCX) 
- Disability Inclusion – Policy and Advisory Library Guide (DOCX) 
- Disability Inclusion Profile – questions and answers (DOCX) 
- Disability Inclusion Profile – supporting information guidance for schools (DOCX) 
- Disability Inclusion Profile – supporting information guidance for practitioners (DOCX) 
- Disability Inclusion Profile – record of specialist involvement (DOCX) 
- Disability Inclusion Profile – Tier 3 validation – list of conditions (DOCX) 
- Disability Inclusion Profile tracking tool (XLSX) 
- Disability Inclusion Tier 3 funding eligibility (DOCX) 
- Disability Inclusion Profile factsheet for secondary schools (DOCX) 



## Supporting Information Guidance for Schools

Version 1: August 2022

The Disability Inclusion Profile (the profile) and surrounding process is designed to help schools and families identify the strengths, needs and educational adjustments schools can make for students with disability in Victorian government schools.

### Introduction

The profile includes sections related to the student's strengths and educational aspirations, their functional needs across 31 school-related activities, and the adjustments required to enable their participation at school.

The profile is completed through a structured meeting with the student's Student Support Group (SSG), led by a trained facilitator. The facilitator will support meeting participants to discuss and agree on the 'level of adjustment' being provided or required for the student to participate in each of the profile's 31 school-related activities.

Supporting information is used to demonstrate the adjustments in place to support a student's participation and learning at school and to confirm that the 'level of adjustment' accurately matches the student's needs. Schools are required to collate and submit supporting information.

Supporting information may be contained in a range of documents including Individual Education Plans<sup>1</sup> (IEP), minutes of SSG meetings. When preparing for the profile, schools should consider the following:

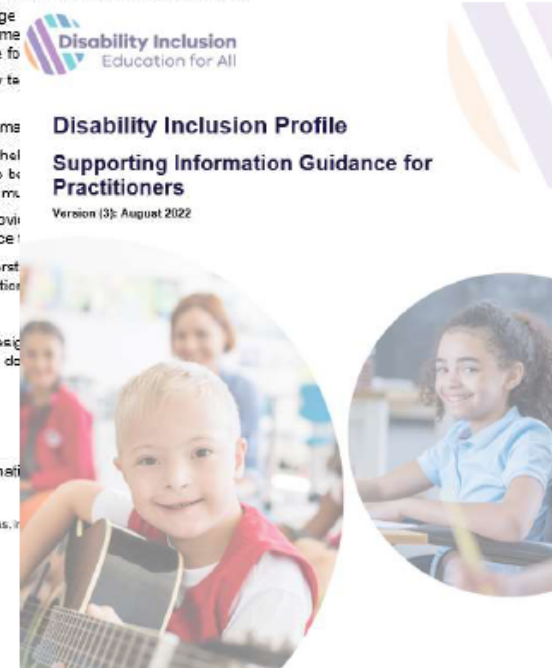
- School staff should not need to populate new documents to participate in the profile.
- A broad range of documents and verbal information, such as teacher planning documents, are expected to be used. In some cases, a single document will be relevant for multiple activities.
- To supplement the supporting information provided, schools should also verbally describe the adjustments in place.
- Where further information is required to understand a student's needs, facilitators may ask for further verbal clarification.

### Purpose of this document

Supporting Information Guidance for Schools is designed to help schools prepare key information to complete the profile. This document provides:

1. The Disability Inclusion Profile (the profile)
2. Introduction to supporting information
3. Supporting information from specialists
4. Student characteristics and supporting information

<sup>1</sup> Individual Education Plans are also known as Individual Learning Plans, or Learning Plans.













# Supporting Information Guidance for Practitioners

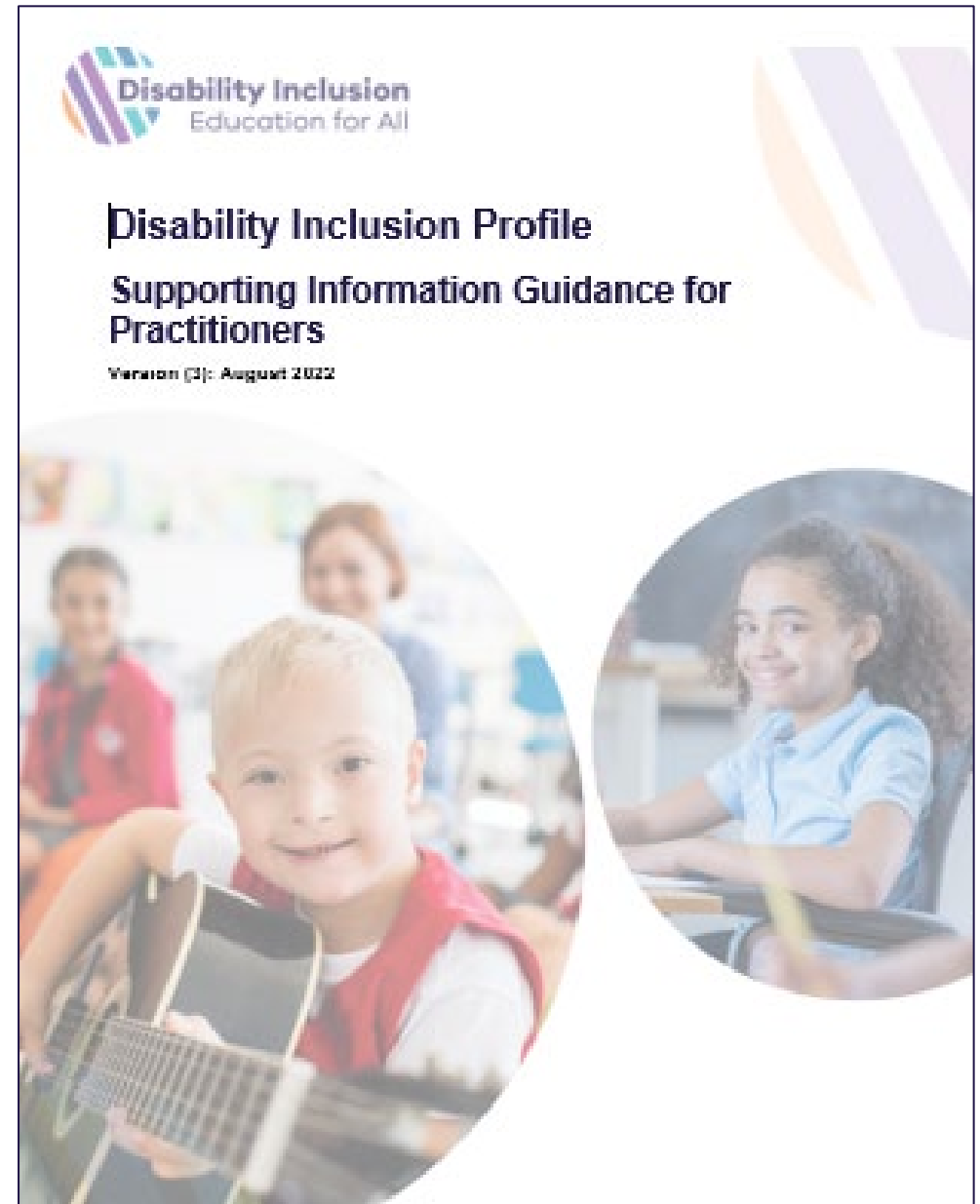
## On Policy and Advisory Library (PAL)

### Resources

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### Disability Inclusion Profile and Process






































- [Disability Inclusion Profile \(DOCX\)](#) 
- [Disability Inclusion – Policy and Advisory Library Guide \(DOCX\)](#) 
- [Disability Inclusion Profile – questions and answers \(DOCX\)](#) 
- [Disability Inclusion Profile – supporting information guidance for schools \(DOCX\)](#) 
- [Disability Inclusion Profile – supporting information guidance for practitioners \(DOCX\)](#) 
- [Disability Inclusion Profile – record of specialist involvement \(DOCX\)](#) 
- [Disability Inclusion Profile – Tier 3 validation – list of conditions \(DOCX\)](#) 
- [Disability Inclusion Profile tracking tool \(XLSX\)](#) 
- [Disability Inclusion Tier 3 funding eligibility \(DOCX\)](#) 
- [Disability Inclusion Profile factsheet for secondary schools \(DOCX\)](#) 



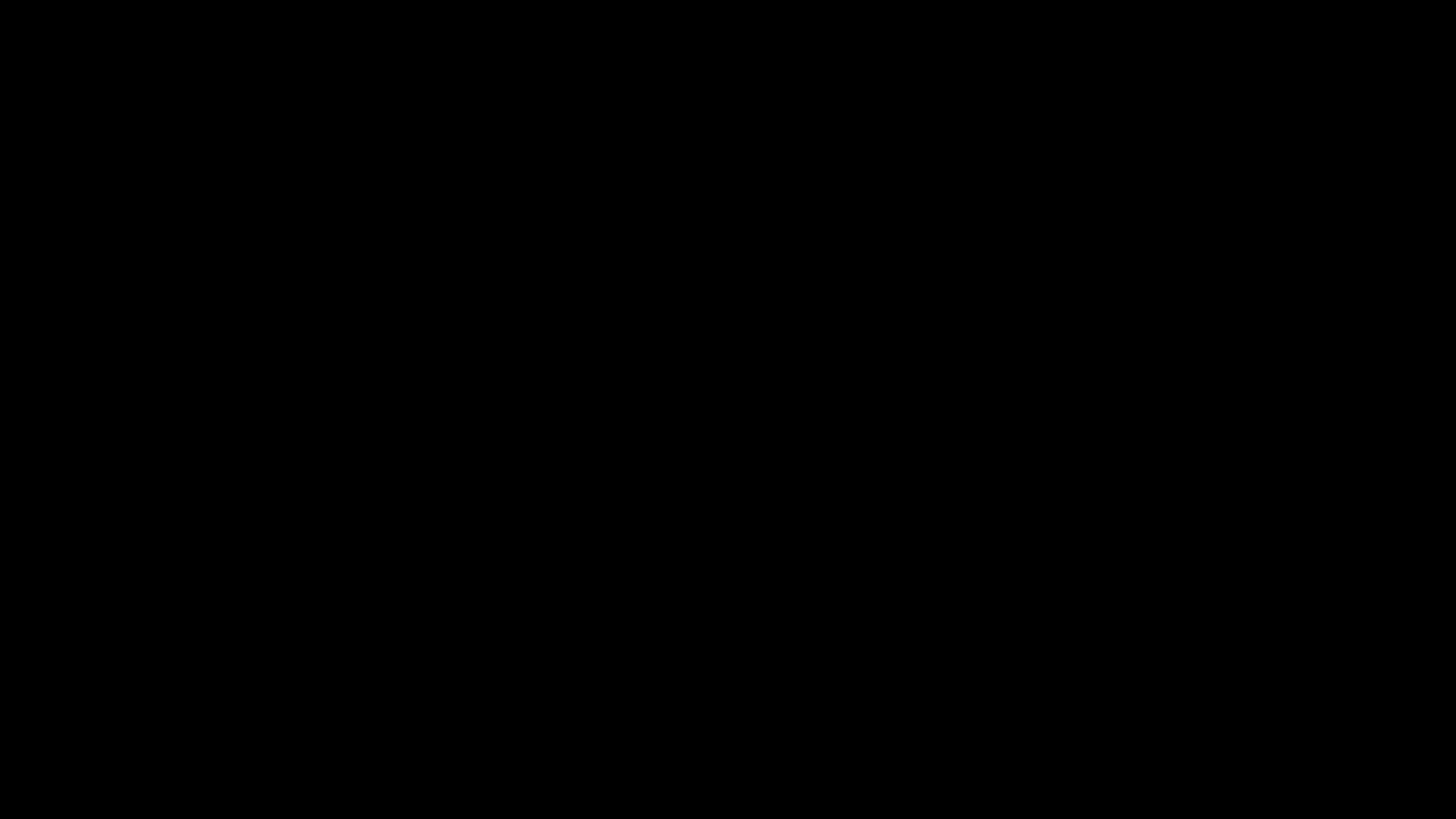
# Supporting Information for the Profile Meeting.

# Time to Share

List some ways you are documenting adjustments made in your school/setting

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# Former Principal of Ashby PS



# Useful forms of supporting information

According to the facilitators, the following sources of supporting information are most useful in determining levels of adjustments:

- Student Profile
- Comprehensive IEP's
- Comprehensive SSG minutes
- Teacher/curriculum planning docs that show how adjustments have been developed with specialists
- Health plans
- Behaviour support plans
- Communication plans
- Transfer/mobility plans
- Meal/toileting plans
- Safety plans (where the student requires 1:1 supervision at all times)

**The key point facilitators made was that supporting information is most useful when it is high quality and detail the supports in place to meet student need**

# Case Study

Anna is a creative student who enjoys art and drawing. The student support group aspire for Anna to develop her regulation skills in order to maintain safety for herself and those around her. Anna feels that school is difficult and expressed that she doesn't like when people get too close to her or touch her belongings.

**Anna has high functional needs in the Learning and Applying Knowledge, General Tasks and Demands and Interpersonal Interactions domains.**

## List of supporting information provided by the school:

- Behaviour Support Plan
- IEP's (current and historical) SSG minutes
- Speech pathology report (on file at school, not sourced for the purpose of the profile)
- Paediatrician report (on file at school, not sourced for the purpose of the profile)
- School safety plan
- Social skills lesson planner
- Record of service intervention from school based Inclusion Coach

# Requesting and Participation in a Disability Inclusion Profile meeting

# Timelines for undertaking the Disability Inclusion Profile

- Registration is now open for Disability Inclusion Profile practice sessions in Western Melbourne. Practice sessions will commence Term 1, 2023.
- Western Melbourne Schools can request a profile meeting from census in 2023 (typically 28 February)



# Requesting a Practice DIP

<https://www.difs.com.au/>



**Disability Inclusion Facilitator Service**

The Department of Education and Training Victoria (the Department) has established the Disability Inclusion Facilitator Service (DIFS) as part of Victoria's Disability Inclusion reforms. DIFS will work with the Department to rollout the Disability Inclusion Profile in Victorian government schools.

**Step 1** > **Submit Profile Request**

**Step 2** →



**i** Use this form to request a new Disability Inclusion Profile for an individual student. You must be authorized to request a new Disability Inclusion Profile. Following review by our team, you will be emailed a link to complete the Profile Request Screening Questionnaire. To proceed with your request, please provide the following information.

### Disability Inclusion Profile Practice Session

Schools have been offered the opportunity to register for a Disability Inclusion Profile practice session. If you have not registered for a practice session, please proceed to the Student Information section.

I am requesting a Disability Inclusion Profile practice session

### Student Information

Surname

First Name

# Disability Inclusion Profile meeting

The profile meeting is a specially convened meeting of the Student Support Group (SSG). The meeting will last for around 90 minutes.

Profile meetings will be held during school hours or just outside of school hours.



[More information about \*\*participant roles and responsibilities\*\* is available on PAL](#)

# Implementing the Disability Inclusion Profile

## Pre-meeting

- Identify student
- Obtain parent/caregiver consent
- Collate supporting documentation (SSG minutes, IEP, Vineland-3, other)
- Submit Profile Request to facilitator service and upload supporting documentation
- Consider student voice in the process



## Meeting

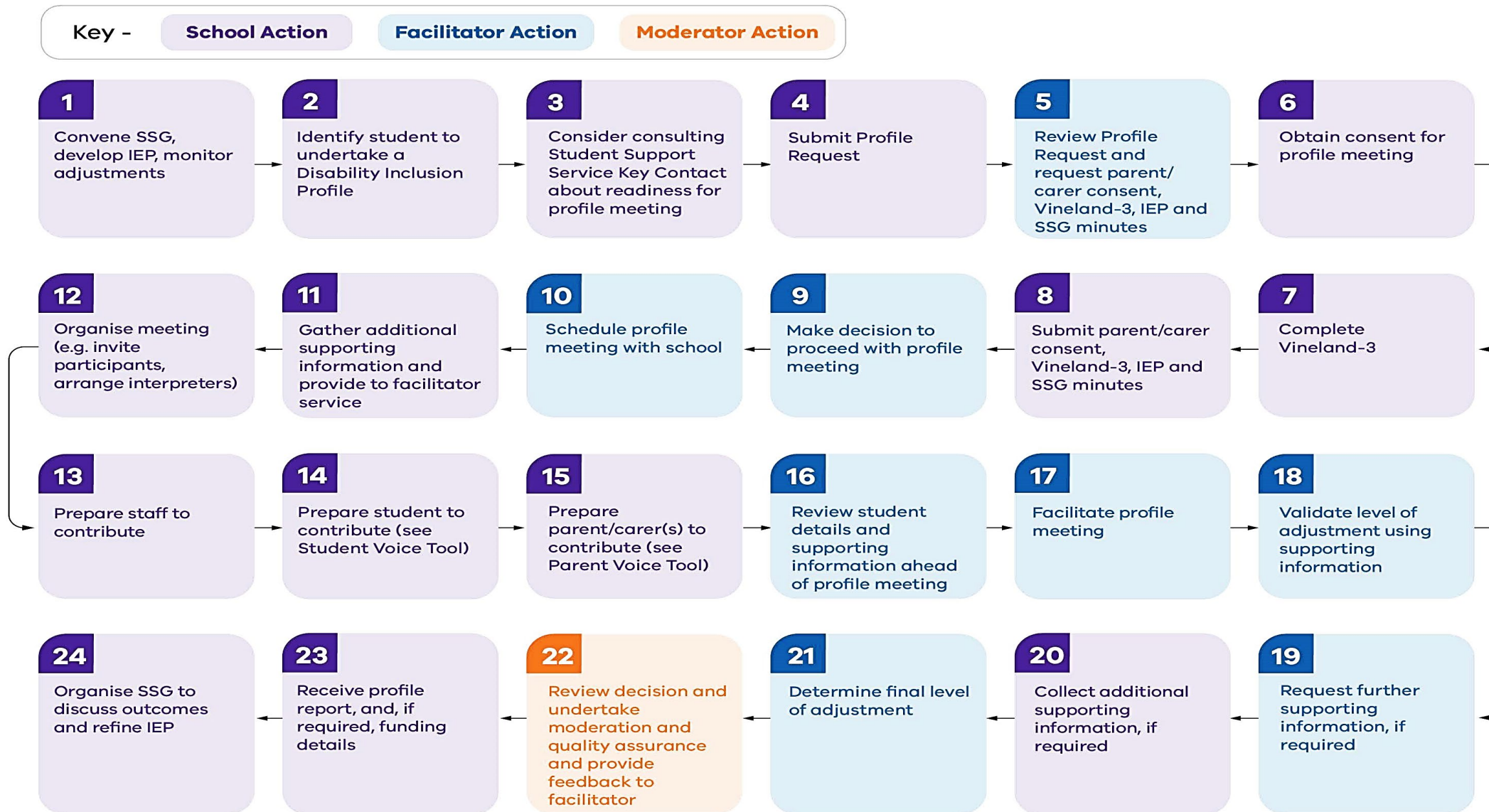
- Facilitator leads meeting
- Profile meeting is a collaborative, structured discussion of the profile
- Student voice should be included in the process in a way that is appropriate for the student
- Facilitator may request additional supporting information



## Post-meeting

- School may submit additional supporting information (within 3 weeks)
- Facilitator finalises the profile
- School receives brief report and information about funding outcome, if required

# Disability Inclusion End to End Process



## Next steps and helpful resources

# Preparing for the transition to Disability Inclusion

## Here are some key activities schools can do now to prepare for the transition to Disability Inclusion:

1. [IEP Professional Learning](#): Ensure you have up to date Individual Education Plans and are undertaking regular Student Support Group meetings for students with additional needs to review progress against set goals.
2. [IEP policy, Guidance and Resources](#): Proactively build awareness and capacity within your school of the new Individual Education Plan practice guidelines and training and Education Support guidance to continue to support students with disabilities.
3. [Disability Inclusion - Policy Guidance and Resources](#): Share information to build school understanding of the new Disability Inclusion approach.
4. Review [Nationally Consistent Collection of Data](#), through focusing on identifying appropriate adjustments to meet student need – engage with your SSS and RDCs to support this process.
5. Review [Disability standards for education 2005 eLearning](#) and be aware of your obligations to all students with disability
6. Consider completing an [Inclusive Classrooms Courses](#)
7. Complete Edupay modules on Disability Inclusion. Seven modules are available to build your knowledge of the key elements of the reform. Search 'Disability Inclusion.'



## Pre-Disability Inclusion Foundational Learning - SWVR

*This checklist aims to support Principals/Area teams in determining foundational activities to develop inclusive practice understanding and capability building of staff, prior to transition to the Disability Inclusion Funding Model and associated processes.*



Checklist	Not yet begun	Could enhance	Completed
<b>1. All staff have a broad understanding of disability legislation and levels of adjustments</b>			
a. <a href="#">Disability Standards for Education</a> – Part 1 (3 x 30 min lessons)			
b. Nationally Consistent Collection of Data – My LearnED via eduPay (15 mins)			
c. <a href="#">NCCD moderation of adjustments</a> – school-based discussions to identify levels of individual, class and school-wide adjustments			
<b>2. All staff understand the Individual Education Plan (IEP) Policy and resources available to support</b>			
a. IEP planning process on the <a href="#">Policy and Advisory Library</a>			
b. <a href="#">IEP Template</a>			
c. <a href="#">IEP Quality Checklist Rubric</a>			
<b>3. Relevant/all staff have completed IEP professional learning</b>			
a. eLearn Module – My LearnED via eduPay (30 mins)			
b. <a href="#">IEP Webinar</a> – 70 mins			
c. Writing effective SMART goals – contact Inclusive Education Coordinator <a href="#">Dianne Ryan</a>			
<b>4. Student Support Group (SSG) processes have been reviewed</b>			
a. Held at least once per term and contain an ongoing record of adjustments, strategies and supports <a href="#">SSGs-PAL</a>			
b. Students and their families/carers are involved as key stakeholders in developing goals, strategies, adjustments and supports <a href="#">Amplify Parent Voice Tool</a> <a href="#">Student Voice Tool</a>			
c. SSG minutes are concise and objective. Minutes record type and frequency of adjustments made and review student response to supports over time.			
d. Other records of adjustments are accessible in teacher planning documents, allied health, and specialist reports etc			
<b>5. Longer term strategic and organisational processes are being considered</b>			
a. Plans to identify inclusive capability needs across the school are incorporated into the Annual Improvement Plan			
b. Staff identified to lead future work complete Inclusive Classrooms courses (Behaviour, Learning Difficulties inc. Dyslexia, Autism)			
c. Plans to train a few staff as facilitators of Inclusive Classrooms courses for the school/network			
d. Relevant staff completed/undertaking a Graduate Certificate in Education (Learning Difficulties) or a Master of Inclusive Education			

Please do not hesitate to reach out to the SWVR  
Disability Inclusion Regional Implementation  
Team if you require further support:

[swvr.disability.inclusion@education.vic.gov.au](mailto:swvr.disability.inclusion@education.vic.gov.au)

# Please take the time to complete the Poll

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