

# Disability Inclusion – Introduction (Part 1)

Webinar: Disability Inclusion Support



**Disability Inclusion**  
Education for All





*I acknowledge the  
Traditional Custodians of  
the land on which we meet  
and pay my respects to  
their Elders past and  
present.*

# Disability Inclusion



## Agenda:

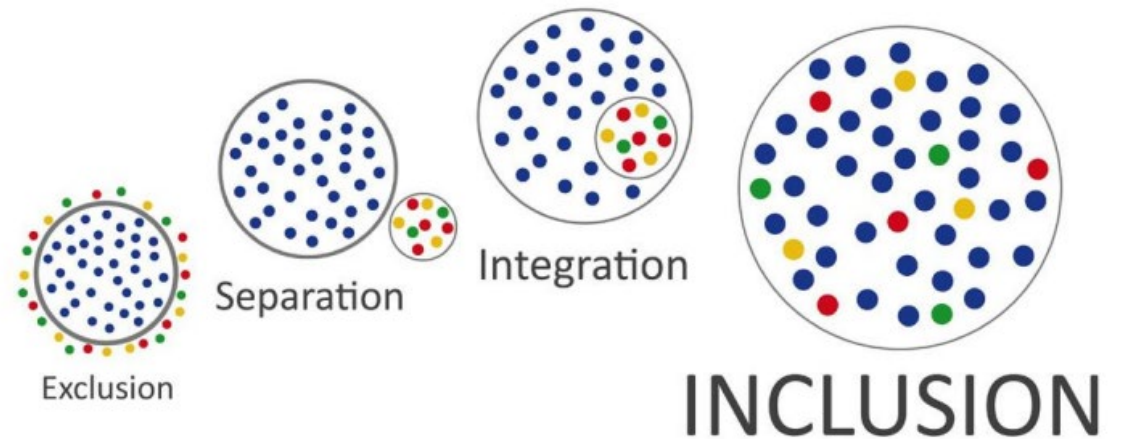
- **Disability Inclusion reform overview**
- **The key components of the reform**
- **Who is available to support schools with Disability Inclusion**
- **Resources and where to find them**
- **Questions**
- **Contact details**

# Disability Inclusion Reform Overview

# Inclusive education



Inclusive education means that all members of every school community are valued and supported to fully participate, learn, develop and succeed within an inclusive school culture.



# Principles for inclusive practice

## Principle 1

Focus on inclusive practice at whole-of-school and in-class level

## Principle 2

Value specialist expertise

## Principle 3

Set a strong inclusive school culture through strong leadership

## Principle 4

Collaborate and engage parents



# Key Components of Disability Inclusion



A new Disability Inclusion Profile

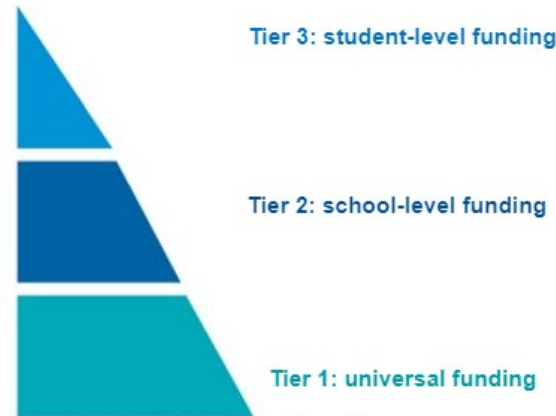


Figure 1: Disability Inclusion tiered funding model

A new tiered funding model



Investment in building skills and knowledge in inclusive education



Investment in implementation and disability support roles in regions

# Disability Inclusion Profile (DIP)



*The profile will be worked through in a dedicated Student Support Group (SSG) meeting, led by a trained facilitator. **Student Voice** is captured in the process.*

## Disability Inclusion Profile features

### Strengths-based focus

A student's functional needs and adjustments are identified through a strengths-based discussion.

### Greater access

The profile will be available to a broad cohort of students with disability with higher needs.

### Shared understanding

The profile will help participants identify and discuss the student's needs and the required adjustments, as well as build capacity in schools. It will also inform personalised funding allocations for students with high needs.

### Facilitated and supported

A workforce of Disability Inclusion Facilitators will be established. They will be trained in the profile and support schools and families to work together through the new approach.

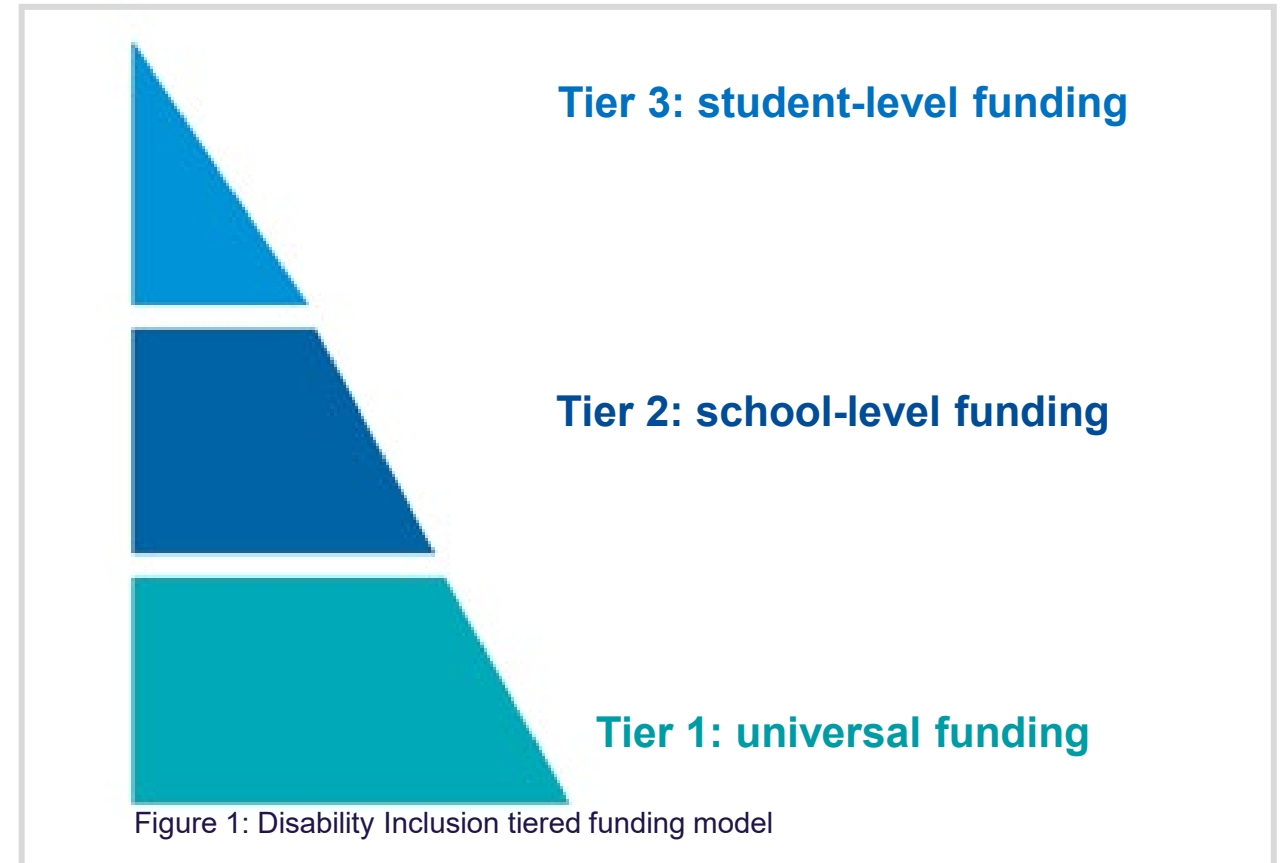
# Disability Inclusion Funding Model

The funding model has **three tiers** of funding and support.

These are based on the **level of need and the adjustments required** to support a student's learning and participation at school.

Disability Inclusion is **boosting school-based resourcing** to enable schools to strengthen adjustments for more students with disability.

**Support starts when a student starts.** Support and adjustments are not contingent on funding.



## More information and support:

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

# Tier 2 School-Level Funding

## Target group

Students with disability who require **supplementary**, **substantial** and **extensive** adjustments to participate in education. These learners will benefit from more targeted support, classroom and school-wide adjustments and approaches.

## How to identify the target group

All schools participate in the Nationally Consistent Collection of Data on Students with Disability (NCCD) annually.

This data collection requires schools to identify students who need supplementary, substantial and extensive adjustments.

Your school's NCCD data is presented under the student demographics dashboard in Panorama. Schools can use this information to consider Tier 2 resources that can support NCCD students.

NCCD is one of many DATA sets that can be considered to identify target groups.



**Tier 2 school-level funding guidance is available on [PAL](#) to support schools to deliver Tier 2 support, including:**

- Planning supports, including example AIP goals and case studies
- Acquittal requirements and instructions

**For information on how Tier 2 school-level funding is allocated to schools, refer to SRP – Disability Inclusion Tier 2 school-level funding [here](#).**

# Knowledge, Skills and Capability Building



- DI eLearn modules (EduPay)
- NCCD online learning- [Disability Standards for Education](#)
- IEP - eLearn and [webinar](#)
- [DI Webinars](#)
- [DI Q&A sessions](#)
- [Inclusive Classrooms](#)
- Links to the online application form will be live from **9am on Monday 30 January 2023** on the [Master of Inclusive Education](#) and [Graduate Certificate in Education \(Learning Difficulties\)](#) program web pages.

# Disability Inclusion – Online Modules

Seven high-quality Disability Inclusion (DI) modules plus a [Nationally Consistent Collection of Data \(NCCD\)](#) module have been developed. These are now available on LearnED through eduPay.

## Term 4, 2022

- Understanding Disability Inclusion
- Transitioning to Disability Inclusion
- Tiered Funding and Support Model
- Requirements for Reporting of Tier 2 School-Level Expenditure

## Term 1, 2023

- Preparing and Organising a Disability Inclusion Profile (DIP)
- Undertaking a Disability Inclusion Profile Meeting
- Providing Supporting Information for the Disability Inclusion Profile

The screenshot shows the introduction page for 'Disability Inclusion – Understanding Disability Inclusion'. At the top, there is a blue header with the text 'Disability Inclusion Module 1: Understanding Disability Inclusion'. Below this, the page features the 'Disability Inclusion Education for All' logo on the left. The main title is 'Disability Inclusion – Understanding Disability Inclusion Introduction'. The text welcomes users to the module and describes it as part of the Department of Education and Training (DET) eLearning Suite. It explains that the suite will help with the transition to Disability Inclusion for students with disabilities in Victorian schools. A blue button labeled 'What is this module about?' is visible. On the right side, there is an illustration of a woman and two children sitting at a desk. The woman is looking at a tablet, and the children are looking at a book. At the bottom right, there are logos for 'THE EDUCATION STATE' and 'VICTORIA State Government Education and Training'. In the top right corner of the page, there are links for 'TOOLKIT | HELP | SAVE & EXIT'.

# Investment in implementation and disability support roles in regions

Regional Implementation Team

Additional Disability Coordinators in Area teams

Inclusion Outreach Coaches

Diverse Learner EILs (Education Improvement Leaders)



# Who in Area is available to support Disability Inclusion?



# Resources and where to find them

# Spotlight on: PAL

These pages will be continually updated as new resources are developed.

School operations

## Disability Inclusion Profile

Policy Guidance Resources

This policy currently applies to schools in the Bayside Peninsula, Barwon, and Loddon Campaspe Areas as well as 5 specific Supported Inclusion Schools, and will apply to schools in the Mallee, Central Highlands, and Outer Eastern Melbourne Areas, and 2 newly opened supported inclusion schools in 2022. The Program for Students with Disabilities process will remain unchanged for schools in all other Areas.

**Policy**

This policy outlines the Disability Inclusion Profile (Word) and surrounding process that is designed to help schools and families identify the strengths, needs, and educational adjustments schools can make for individual students. This policy currently applies to schools in Bayside Peninsula, Barwon and Loddon Campaspe Areas, and 5 Supported Inclusion Schools in 2021, and will apply to schools in the Mallee, Central Highlands, and Outer Eastern Melbourne Areas, and 2 newly opened supported inclusion schools in 2022.

**Summary**

Print whole topic

**Policy last updated**  
1 December 2021

**Scope**

- Schools

**Contact**

There are multiple contacts for this topic. Refer to the contacts heading at the bottom of the page for details.

School operations

## Disability Inclusion Funding and Support

Policy Guidance Resources

This policy currently applies to schools in the Bayside Peninsula, Barwon, Loddon Campaspe, Mallee, Central Highlands and Outer Eastern Melbourne Areas as well as 7 specific supported inclusion schools. The Program for Students with Disabilities process will remain unchanged for schools in all other Areas.

**Policy**

This policy outlines how schools can plan for and implement the Disability Inclusion funding model. This is relevant to schools in Bayside Peninsula, Barwon, Loddon Campaspe, Mallee, Central Highlands and Outer Eastern Melbourne Areas, and 7 supported inclusion schools in 2021.

**Summary**

- The Disability Inclusion reform package will be introduced over a staged rollout between 2021 to 2025 as a new funding and support model for students with disability.
- Schools in the Bayside Peninsula, Barwon and Loddon Campaspe Areas and 5 supported inclusion schools will participate in Year 1 of the

Print whole topic

**Policy last updated**  
25 November 2021

**Scope**

- Schools

**Contact**

Inclusive Education Reform  
disability.inclusion@education.vic.gov.au

The [Disability Inclusion Profile](#) page summarises the Disability Inclusion Profile process and operational advice about how to prepare for a profile meeting.

The guidance tab steps through the stages of profile meetings.

The resources tab includes Supporting Information Guidance, the profile template, resources to support family and student engagement.

The [Disability Inclusion Funding and Support](#) page summarises the Disability Inclusion funding model.

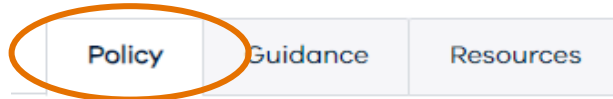
Specific advice around identifying cohorts and Tier 2 and Tier 3 expenditure and reporting requirements are provided in the guidance tab.

The resources tab has a variety of links to support planning for and implementing inclusive education practices.

# Disability Inclusion Funding and Support - Policy

School operations

## Disability Inclusion Funding and Support



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### Policy

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# Disability Inclusion Funding and Support - Guidance

## Disability Inclusion Funding and Support

Policy

Guidance

Resources

### Guidance

This guidance contains the following chapters:

- Overview of the Disability Inclusion funding model
- Changes to other funding allocations
- Target group for Tier 2 school-level support
- Tier 2 school-level funding expenditure requirements
- Planning for expenditure in 2021
- Tier 2 Funding Planner tool on SPOT
- Tier 2 school-level funding use case studies
- Requirements for reporting of Tier 2 expenditure
- Tier 3 student-level funding



#### Policy

Department policy outlining how schools can plan for and imp...



#### Overview of the Disability Inclusion fun...

Overview of the Disability Inclusion funding model

# Disability Inclusion Funding and Support - Resources

## Disability Inclusion Funding and Support

Policy

Guidance

Resources

### Resources

Please refer to the Department's collated list of [links and resources to support disability inclusion](#).

### General information about Disability Inclusion

- [Disability Inclusion – fact sheet for year 1 and special schools \(Word\)](#) (login required)
- [Disability Inclusion – fact sheet for year 2 schools \(Word\)](#) (login required)

### Resources to support Tier 2 school-level funding implementation

- [Example outline of portfolio responsibilities for a Disability Inclusion Leader/Disability Inclusion Coordinator](#)
- [Instructions for reporting of Tier 2 expenditure](#)

# Resources and documents



## Disability Inclusion - Policy and Advisory Library (PAL) Guide

Disability Inclusion is a reform that includes:

- a new tiered funding model for schools
- a strengths-based Disability Inclusion Profile (the profile) for students with disability
- new initiatives to strengthen skills and knowledge in inclusive education

This guide will help school staff to navigate the two Disability Inclusion pages on the Policy and Advisory Library (PAL):

1. [Disability Inclusion Funding and Support](#)
2. [Disability Inclusion Profile](#)

### Disability Inclusion Funding and Support

This page provides an overview of the new Disability Inclusion tiered funding and support model, and guidance and resources to support appropriate expenditure of Tier 2 and Tier 3 funding.

#### PAL POLICY

The [Funding and Support Policy tab](#) provides:

- an overview of Disability Inclusion; the funding and support model; and roll-out schedule
- links to the SRP page with [Tier 2 funding calculation](#); relevant policies and legislation
- contact details

#### PAL GUIDANCE

The [Funding and Support Guidance tab](#) provides information on the following:

- [Overview of the Disability Inclusion Funding Model](#)  
Additional information on the three funding tiers.
- [Changes to other funding allocations](#)  
Explains what funding will be phased out or remain in place, including SRP equity funding.
- [Target group for Tier 2 school-level support](#)  
Advice on identifying students in mainstream schools that are in the target cohort.

[Link to PAL Guidance document](#)

## School operations

# Disability Inclusion Profile

Policy

Guidance

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 \(DOCX\)](#)

[DIP resources page](#)



Collated list of links and resources to support Disability Inclusion

#### Programs

[Inclusive Schools Fund](#) helps schools implement innovative projects that promote best practice inclusive school environments and support the educational and social needs of children and young people with disabilities.

[Accessible Buildings Program](#) promotes inclusive learning environments. The program makes reasonable adjustments to school facilities and infrastructure in order to provide access to all students and staff in common with their peers.

[Students with Disability Transport Program](#) provides disability transport assistance for students.

[Conveyance Allowance Program](#) ensures that schools support eligible families to receive financial assistance with the cost of transporting students to and from school, including students who attend an eligible specialist school.

[Victorian Education Excellence Awards - Outstanding Inclusive Education Awards](#) recognise exceptional education staff who have demonstrated outstanding system improvements with regard to the achievement, engagement and wellbeing of students with additional needs.

#### Policies and Guidance

[Education for All](#) gives schools a clear definition of inclusive education and what the legal obligations are for supporting students with disabilities

[Supported Inclusion Schools operational manual](#) supports school principals and the Department's regional and central staff to implement the Supported Inclusion Schools model.

[Link to document](#)

# The Importance of the SSG



# Student Support Groups

Policy

Guidance

Resources

## 3 Responsibilities

In order to achieve these aims it is the responsibility of the Student Support Group (SSG) to:

- identify the student's needs
- determine any adjustments to be made to the curriculum, teaching and learning
- plan an appropriate educational program
- **develop an IEP**
- discuss the plan with teachers and provide support to implement the IEP
- provide advice to the principal/principal nominee concerning the additional educational and support needs of the student and what may be required to meet these needs
- review and evaluate the student's program once per term, and at other times if requested by any member of the group

It is essential that a cooperative working relationship is developed and maintained within the SSG and with the school.

The SSG represents a partnership in the educational planning process between the parent/carer(s), the student and the school.

# Student Support Groups

Policy

Guidance

Resources

## Resources

## Templates

- [Template 1 — Understanding the Student \(Word\)](#) — may assist schools to gather and analyse relevant information to develop a profile of the student as a learner
- [Template 2 — Goal Setting \(Word\)](#) — may assist schools to identify information that will support the development of educational goals
- [Template 3 — Recording Achievement \(Word\)](#) — will assist schools after they have completed the Abilities Based Learning and Education Support (ABLES) assessments to develop an ABLES and Victorian Curriculum Learning Plan
- [Template 4 — Program Evaluation \(Word\)](#) — can support schools to monitor the current progress of the student at the same time as mapping the future learning opportunities for the student

## SSG Samples

- [SSG — Sample 1 \(Agenda\) \(Word\)](#)
- [SSG — Sample 2 \(Educational Programming\) \(Word\)](#)

Optional templates and agendas are available on the [SSG PAL page](#).

# IEP Resources

The department has created [resources](#) to support the development of IEPs including:

- [IEP template \(DOCX\)](#)
- [IEP quality checklist rubric \(DOCX\)](#)
- [IEP quality checklist rubric \(PDF\)](#)
- [Sample letter template to invite parents to an SSG and IEP discussion \(DOCX\)](#)
- [IEP key terms \(DOCX\)](#)
- [IEP summary guide \(DOCX\)](#)
- [IEP summary guide \(PDF\)](#)

These resources are supported by the following professional learning for staff to develop IEPs:

- IEP eLearning module on LearnED – available via [eduPay](#) (staff login required)
- IEP webinars – available via [Arc – Individual Education Planning](#)

INDIVIDUAL EDUCATION PLAN				
INDIVIDUAL EDUCATION PLAN – QUALITY CHECKLIST RUBRIC				
Use this document to assess the quality of an Individual Education Plan (IEP) and check if it includes the essential components. Use the 0 – 3-point scale to attribute a total score.				
Quality indicator	0	1	2	3
<b>1. SSG – collaborative approach</b> The IEP identifies members of the Student Support Group (SSG) and considers the views of multiple stakeholders including the student (where appropriate).	There is no evidence that input from SSG members was used to develop the IEP.	There is limited evidence that input from SSG members was used to develop the IEP.	The IEP reflects views of SSG members and may reference previous meetings and conversations with or observations of the student.	The IEP reflects views from others in the SSG including the student (where appropriate), in addition to those of the teacher. Actions are attributed to the relevant member of the SSG.
<b>2. Student assessment</b> The IEP identifies the student's current level of skills, knowledge and ability in relation to their goals.	The student's entry skills, knowledge and ability are not explicitly identified in the IEP.	Where entry skills exist, their relationship to goals is unclear or they are brief e.g. "below level."	The student's entry skills, knowledge and/or abilities are outlined, but provide limited detail to enable the creation of specific and measurable short-term goals.	The student's entry skills, knowledge and/or abilities are outlined, providing enough detail to enable the creation of specific and measurable short-term goals.
<b>3. Strengths-based approach</b> The IEP recognises the student's strengths and provides detail about preferred learning supports.	The student's strengths are not documented in the IEP.	The IEP lists student's strengths. Preferred learning supports may be reported.	The student provides input about their preferred learning supports, where appropriate. The IEP details the student's preferred learning supports and strengths although they are not reflected in the goals, teaching strategies, adjustments and supports.	The student provides input about their preferred learning supports, where appropriate. The IEP details the student's preferred learning supports and strengths and these are reflected in the goals, teaching strategies, adjustments and supports.
<b>4. Identifying and addressing barriers and challenges</b> IEP recognises current challenges and barriers to learning.	The IEP does not address challenges and barriers to learning.	The IEP does not adequately address the current challenges and barriers to learning.	The IEP recognises challenges and barriers to learning but lacks sufficient detail.	The IEP recognises challenges and barriers to learning and provides thoughtful insight/suggestions to address them.
<b>5. Goal design</b> The IEP sets SMART (Specific, Measurable, Agreed, Relevant, Time Bound) goals for the student, that are linked to the curriculum or a learning continuum.	The IEP does not include clear goals for the student.	The IEP includes goals for the student, but they are not SMART. Goals may reference the curriculum or particular programs.	The IEP sets SMART goals for the student that are clearly linked to the curriculum or a learning continuum.	The IEP sets SMART goals for the student that are clearly linked to the curriculum or a learning continuum, and the SMART goals are tracked. Long-term goals guide the development of the short-term goals, strategies and actions.
<b>6. Teaching strategies, adjustments &amp; supports</b> The IEP indicates the teaching practices, including strategies (such as High Impact Teaching Strategies – HITS), adjustments and supports that will be used to address the individual student's needs.	The IEP does not include any suggested teaching strategies, adjustments or supports.	The IEP describes some teaching practices that are linked to student's goals.	The IEP details teaching strategies, adjustments and supports that are specifically tailored to support the student to achieve their short-term goals.	The IEP details teaching strategies, adjustments and supports that are specifically tailored to support the student to achieve their short-term goals. Consideration of student's strengths and preferred learning supports are incorporated.
<b>7. Monitoring and evaluating</b> The IEP plans for assessment of the student's progress.	There is no explicit plan for how the student's progress will be monitored.	There is an implied plan for monitoring student progress. For example, an assessment schedule is included with the IEP.	There is an explicit plan for monitoring the student's progress. For example, through links to planned assessments or success indicators.	In addition to an explicit plan for monitoring progress, the IEP tracks the student's progress by providing evidence through formative or summative assessments or qualitative information.

# A Note on IEPs

School operations

## Individual Education Plans (IEPs)

Policy

Guidance

Resources

How to develop an individual education plan

[PAL: How to develop an IEP](#)

### INDIVIDUAL EDUCATION PLAN

#### \* STAGE 3: TEACHING STRATEGIES, ADJUSTMENTS AND SUPPORTS

\* Detail the teaching strategies, adjustments and supports specifically tailored to address the student's learning needs and support the student to achieve their short-term SMART goals. Consider students strengths and preferred learning supports.

GOAL #	Teaching strategies, adjustments and supports	Person/s responsible

Add additional rows as required.

### 3. Teach: make adjustments that will meet the student's needs

Make sure your teaching strategies, adjustments and supports include how to:

- teach the skill
- provide multi and varied opportunities to practice the skill
- reinforce the skill
- include other members of the SSG to target the skill.

# Supporting Information Guidance for Schools

This document has been recently updated and is available [here](#) on Policy and Advisory Library (PAL)



## 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 existing sources including the student's Individual Education Plan<sup>1</sup> (IEP), minutes of SSG meetings, as well as other documents. When preparing for the profile, schools should consider the following:

- School staff should not need to populate new templates or forms for the purpose of participating in the profile.
- A broad range of documents and verbal information can be used in the profile process.
- Existing documentation, such as documents held on the confidential student file and within teacher planning documents, are expected to be sufficient to complete a profile. In many cases, a single document will be relevant for multiple activities within the profile.
- To supplement the supporting information provided in a profile meeting, school staff can also verbally describe the adjustments in place to support a student.
- Where further information is required to understand the student's needs and adjustments, facilitators may ask for further verbal clarification or documentation at the profile meeting.

### Purpose of this document

*Supporting Information Guidance for Schools* is designed to support participants to identify and prepare key information to complete the profile. This document includes the following sections:

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

<sup>1</sup> Individual Education Plans are also known as Individual Learning Plans, individual learning improvement plans and ~~some~~ education learning plans.

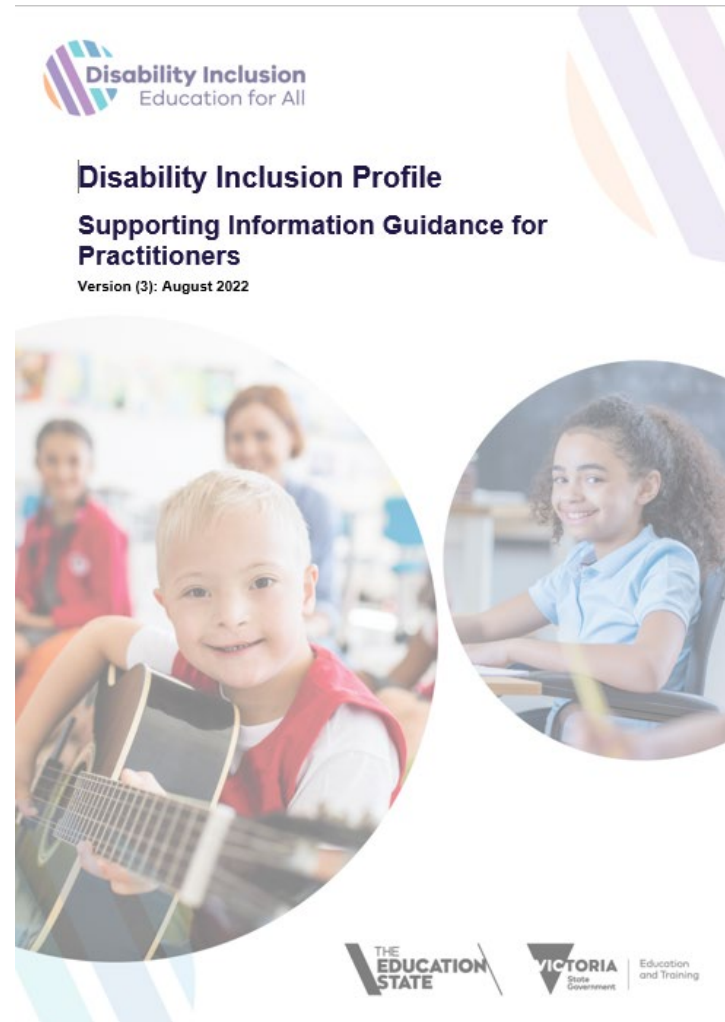
## Resources

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 Practitioners**



The [Supporting Information Guidance for Practitioners](#) is aimed at our DET workforces supporting schools in preparing for a Profile.

Schools are advised to refer more closely to the ["SIG for Schools"](#) on the previous slide.

# Student Voice

**Disability Inclusion**  
Education for All

## Disability Inclusion Profile Student Voice Tool

This template will form part of a suite of resources to support student voice, agency and leadership in the Disability Inclusion process.

- This template has been developed to support students to communicate their strengths, aspirations and needs before the Disability Inclusion Profile meetings. The information collected through this process can then be presented in the meeting, either by the student, or the student's parent/carer(s), the teacher or trusted adult.
- This template will form part of a suite of resources to support student voice, agency and leadership in the Disability Inclusion process.
- Students can express their views through photos, video and audio recordings, drawings and other methods.
- Student voice must be captured in the Disability Inclusion Profile process. This template provides one way for this to occur.
- Students can record information about themselves in whatever format they want to use.
- The student's teacher, parent/carer(s) or other trusted adult can help the student complete this tool. For younger students or students who have communication impairments talk to the student and their family about how to best enable the student to contribute their views.
- Explaining the Disability Inclusion Profile process to a student could include these statements:
  - Your school will work with you and your parent/carer(s) to create a Disability Inclusion Profile. The profile is a written description of your strengths and needs at school. It'll help the school give you the support you need.
  - A facilitator will help your Student Support Group deliver your Disability Inclusion Profile. A facilitator is someone who works with groups of people. They encourage everyone to share ideas, understand one another's point of view and share responsibility.
  - To help the student support group understand you and what helps you, you need to have a say. Someone you trust at school will ask you how you want to be part of your Disability Inclusion profile. You can come to all the meeting, part of it, ask someone to speak for you, create something to share at the meeting – it is up to you.
  - This template can help you record what you want to share. Use as many sections as you want to.

**I am...**

Record everything that describes you as a person. (...a happy person, ...organised, ...a chatterbox)

**I like...**

Record the things, places or activities that you like or enjoy (...playing outside, ...favourite food, ...favourite place)

**I have...**

Record anything you are proud of doing or having. (...good friends, ...good grades,...)

**I will...**

Record your wishes, dreams and the goals you want to achieve. (...make new friends, take the train on my own, ...finish VCAL)

**I can...**

Record all the things you can do. (...swim, ...write good history essays, ...ride a bike)

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**Disability Inclusion**  
Education for All

**I am...**

Record everything that describes you as a person. (...a happy person, ...organised, ...a chatterbox)

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Record your wishes, dreams and the goals you want to achieve. (...make new friends, take the train on my own, ...finish VCAL)

2

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# Parent Voice



## Disability Inclusion Profile Parent Voice Tool

This template will form part of a suite of resources to support student voice, agency and leadership in the Disability Inclusion process.

- The following template has been developed to help parent/carer(s) discuss their child's strengths, aspirations and needs before the Disability Inclusion profile meetings. The information collected through this process can then be presented in the meeting.
- Students can express their views through photos, video and audio recordings, drawings and other methods.
- It is not mandatory for parent/carer(s) to complete this tool.
- This template can be completed by parent/carer(s) or, if necessary, schools should support parent/carer(s) completing this template.
- Schools should help families understand the Disability Inclusion profile meeting and process. Explaining the Disability Inclusion profile process to parent/carer(s) could include [these statements](#).
  - Your school will work with you and your child to create a Disability Inclusion profile. The profile is a written description of your child's strengths and needs at school. It'll help the school give your child the support they need.
  - A facilitator will help your child's student support group deliver your Disability Inclusion profile. A facilitator is someone who works with groups of people. They encourage everyone to share ideas, understand one another's point of view and share responsibility.
  - To help the student support group understand your child and what helps them, you must participate in your child's Disability Inclusion profile Meeting.
  - The Disability Inclusion profile has 31 education related activities grouped in six domains, these domains are, Learning and Applying Knowledge, General Tasks and Demands, Communication, Self-care, Interpersonal Interactions, Mobility. In the Disability Inclusion profile Meeting the student support group will talk about what your child needs to participate in these activities
  - This template can help you prepare for the Disability Inclusion profile Meeting. Use as many sections as you feel is helpful.

Your child can...

Record all the things your child can do. (...swim, ...write good history essays, ...ride a bike)



Your child is...

Record everything that describes your child as a person. (...a happy person, ...organised, ...a chatterbox)

Your child has...

Record anything your child is proud of doing or having. (...good friends, ...good grades...)

Your child will...

Record your wishes, dreams and the goals for your child, what you hope they will achieve. (...make new friends, take the train on their own, ...finish VCAL)

What helps your child learn and use their learning?

Record what helps your child listen in school, watch things, read, write, do maths, keep focused and solve problems

2



[Link to Parent Voice tool](#)

# The Regional Implementation Team (RIT)

Team Member	Role
Etty Rosenblum	Manager, Disability Inclusion Implementation - SEVR
Zoe Grealy	Manager, Disability Inclusion Implementation - SEVR
Jane Betteley	Disability Inclusion Senior Implementation Officer – Latrobe Network
Steph Rogers	Disability Inclusion Senior Implementation Officer – West Gippsland Network
Cecilia Morales	Disability Inclusion Senior Implementation Officer – South Gippsland Network
Lisa Innes	Disability Inclusion Senior Implementation Officer - Specialist Schools (on secondment until April 2023)
Nisha Spence	Disability Inclusion Senior Implementation Officer – Kingston, SaGE and Beachside
Cath Biggs	Disability Inclusion Senior Implementation Officer – Central, Northern and Southern Peninsula

**Thank you**

**You can email the team at:  
[sevr.disability.inclusion@education.vic.gov.au](mailto:sevr.disability.inclusion@education.vic.gov.au)**