Disability Inclusion
Webinar: Tier 2 Funding

Disability Inclusion
Education for All

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

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Disability Inclusion

Agenda:

- **Disability Inclusion reform overview**

- **Tier 2 school level funding**

  - Identifying priorities

  - Allowable uses

  - Examples

- **Resources and where to find them**

- **Questions**

- **Contact details**

Disability Inclusion Reform Overview

Disability Inclusion
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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.

Exclusion

Separation

Integration

INCLUSION

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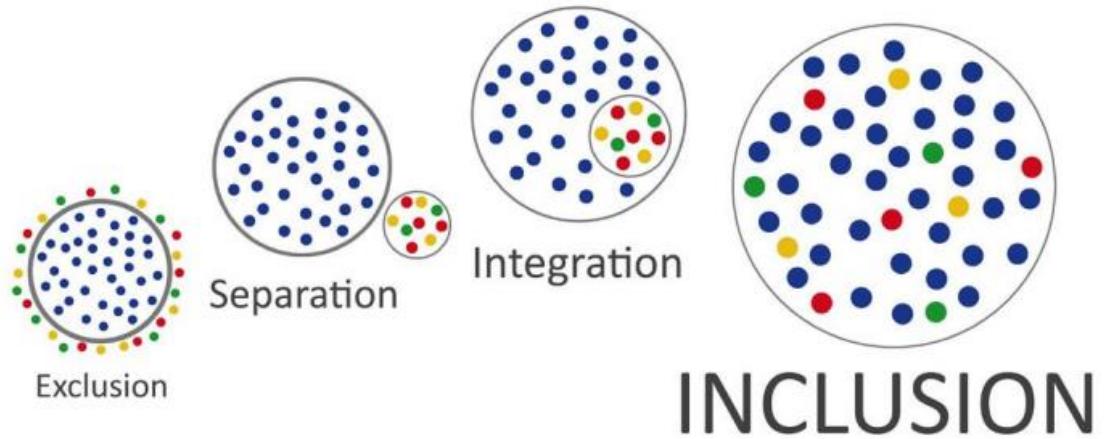
Principles for inclusive practice

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

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Key Components of Disability Inclusion


A new Disability Inclusion Profile
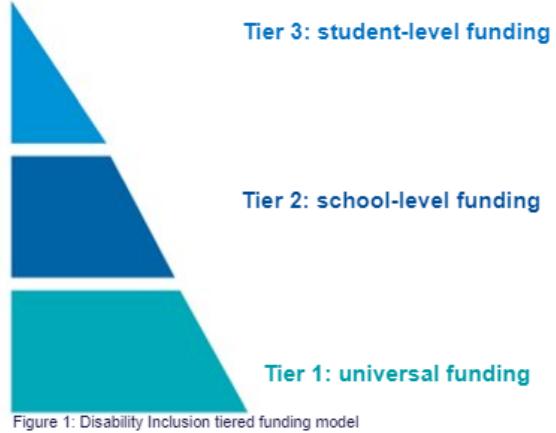
Figure 1: Disability Inclusion tiered funding model

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.

Tier 3: student-level funding

Tier 2: school-level funding

Tier 1: universal funding

Figure 1: Disability Inclusion tiered funding model
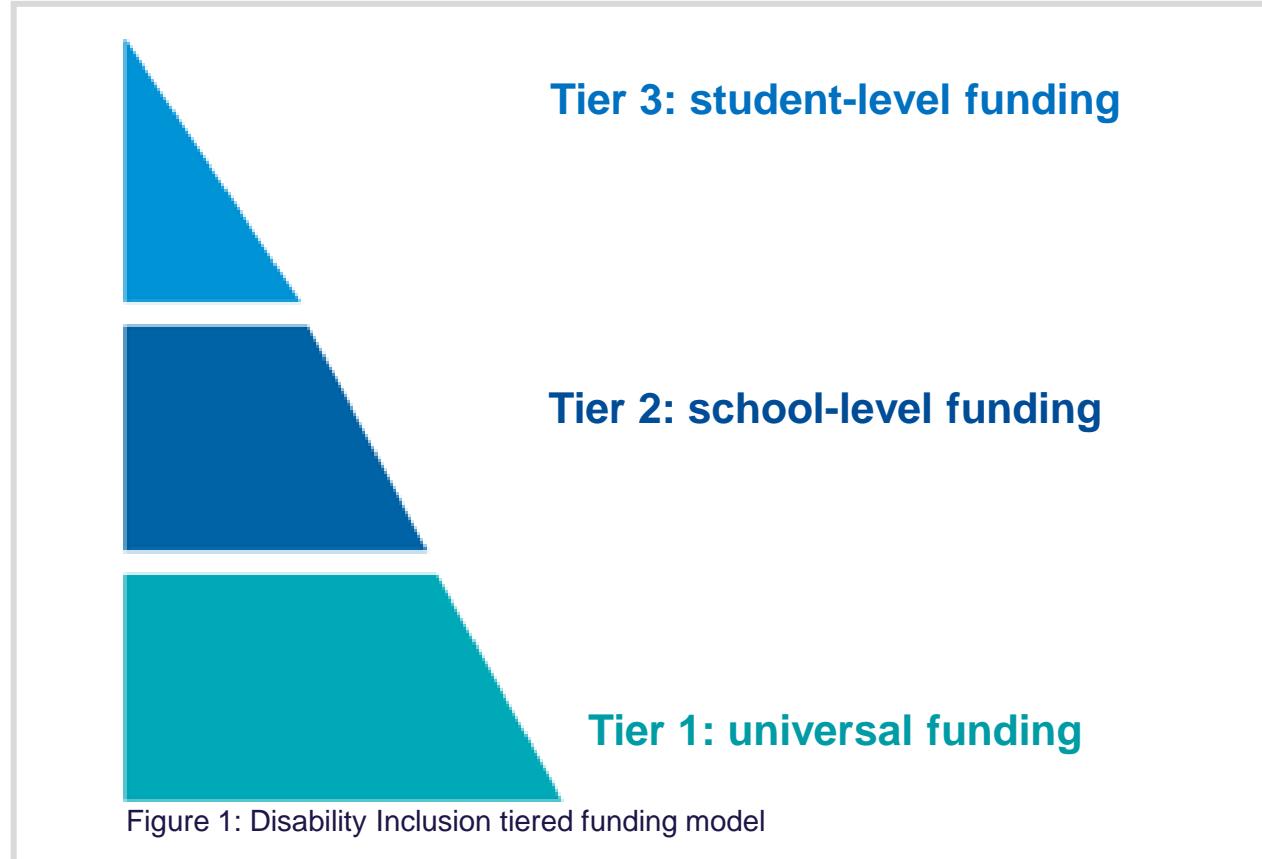
More information and support:
- Module 6 and 7 of the Disability Inclusion eLearning available on LearnEd

Why?

2016 PSD review findings

Students

- Focus on their impairments and deficits
- Don't typically participate in the process
- Challenging transitions to and from school and between year levels
- Limited options for pathways out of school and into further study or the workforce

Parents and carers

- Feel pressured to secure individualised funding
- A long and costly process for applications

Teachers and support staff

- Varied and often limited capability to address the needs of students with disability

Principals and school leaders

- Under-resourced and not encouraged to implement school-wide interventions and supports for students
- Undergo a burdensome process for applications

Tier 2 particularly supports these key findings

Using Data to Inform the Allocation of Tier 2 Funding

Possible Data Sources

- **NCCD (often underutilised)**

- **NAPLAN**

- **AtoSS**
  - Sense of Inclusion
  - High Expectations
  - Effective classroom behaviour

- **School Staff Survey**
  - Collective Efficacy
  - Collective focus on student learning

- **Parent Opinion Survey**

- **Attendance Data**

- **Classroom Observations**

- **Student Voice Focus Group**

Evaluate and diagnose

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 <u>PAL</u> 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 <u>here</u>.

Possible data sources:

PANORAMA

Dashboard Home

Announcements

24 MAY — Term 1 student check-in survey - report available

Category

☐ 1. Overview
☐ Your School
☐ Similar Schools
☑ Student Demographics

Student Demographics

☆

Cohort
○ Overall
○ Gender
○ Disadvantage
○ EAL
○ Aboriginal
◉ NCCD - Students with Disability
○ Out of Home Care

Cohort	COGNITIVE		PHYSICAL	SENSORY		SOCIAL-EMOTIONAL		
Year 1	5		2			3	1	1
Year 2	5		1	1		1		
Year 3	6	1				2	1	
Year 4	5	1				3		
Year 5	3	1		1	1	1		
Year 6	3					1	1	

QDTP   Supplementary   Substantial   Extensive

QDTP: Quality Differentiated Teaching Practice

Student HEALTH & WELLBEING

	% Positive Endorsement		
	2019	**2020**	**2021**
Sense of connectedness	83%	68%	75%
Advocate at school	93%	87%	90%
School stage transitions (Y7 and New Students)	86%		69%
Not Experiencing Bullying	78%	86%	79%
Managing bullying	75%	71%	82%
Student voice and agency	75%	65%	73%
Respect for diversity	83%	73%	86%
	% of students		
Psychological resilience		69%	
Depressive symptoms		31%	

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How might the school use Tier 2 funding to provide more targeted school-wide and classroom adjustments?

Tier 2 School-level Funding – Allowable Uses

What is Tier 2 school-level funding and how can schools use it?

Tier 2 provides funding to schools to:	***Capacity Building of staff*** • Strengthen school-wide capacity and capability in inclusive education and improve school-wide environments to be more inclusive for students with disability. ***Programs and Adjustments for students*** • Strengthen adjustments for students with disability who require supplementary, substantial, or extensive adjustments to participate in education.
Allowable categories of Tier 2 funding use:	• Specific professional learning related to inclusive education for education workforces (internal or external) • Education workforces and/or assigning existing school staff to inclusive education duties – this is defined as new and/or existing education workforces who support students with disability in the classroom, school and/or through school processes (refer to example outline of responsibilities for a Disability Inclusion Leader). • Employing additional school-based education workforces (teachers, allied health, education support) • Purchasing externally delivered programs or interventions • Accessing specialist services or expertise in disability • Purchasing specific equipment, adaptive technology, devices, or materials to support learning • Minor building or internal environmental modifications under $5,000, to support students with disability and/or strengthen inclusive school environments • Casual Relief Teaching (CRT) coverage, for staff to undertake activities related to inclusive education, including professional learning

Real School Examples of Tier 2 Expenditure

Programs

No Limits Oral Language Project

Therapy programs – Art, Canine, Equine

Social Thinking

Zones of Regulation

Environmental adjustments & resources

Sensory Spaces

C-Pens

Adaptive technology - iPads

Tier 2 funding – example targeted actions

Example actions
Increase teaching staff time fraction, elevate individuals to leadership role or assign higher duties
Distribute roles and responsibilities to lead inclusive education. For example: • prioritise resources and time to identify and consider the needs of students with disability • determine whether other students with additional needs could benefit from an IEP • review school processes for student support groups, personalised goal setting and IEPs • build staff capacity to understand and implement IEPs • embed inclusion and disability expertise in strategic planning and recruitment practices • embed evidence-based inclusive education and human rights obligations into school policies and plans
Undertake professional development (considering using CRT coverage)
• Plan whole school professional learning on priority areas of inclusive practices • Build staff knowledge and understanding of inclusive education and associated legislation and policy • Implement evidence-based professional development - Inclusive Education Professional Learning
Appoint learning specialist
• Appoint an inclusion learning specialist to build the capability of school staff to meet the educational needs of students with disability through coaching, observation and co-teaching/team teaching

Real School Examples of Tier 2 Expenditure
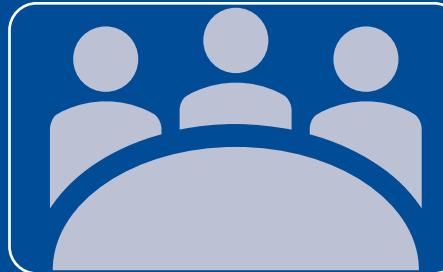
Capability building: Education Support (ES)
- **Upskilling** ES to develop portfolios and run groups
- Support students requiring **Tier 2 adjustments**
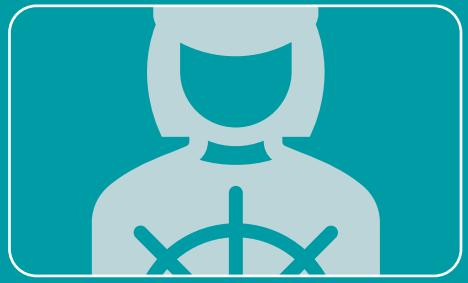
Employing DI Leader/Coordinator

Employing Allied Health
- **Group programs** – upskilling/supervising ES to run small group interventions
- **Observation and recommendations** for students who have been identified for Disability Inclusion Profiles
- **Consultation and advice**

Tier 2 funding – example targeted actions

Example actions
Utilise teaching staff, allied health staff (school-based or external) differently or increase time fractions
• Establish targeted support programs/small group programs • Deliver a small group social skills program to build social skills with peers
Engage allied health (school-based or external)

• Consult with professionals with specialist expertise, and/or implement programs developed by professionals with specialist expertise. For example:
   o Engage an external speech therapist to develop a social communication program and training
   o Engage an occupational therapist to develop Sensory Profiles, provide advice and training on equipment and technology and implement consistent visual supports throughout the school.

Teaching staff, education support or utilise CRT coverage (where available) to support transitions
• Additional or more intensive transition and orientation support, for example, up to 10 weeks • Proactive planning for post-school pathways.
Enhance work of education support
• In line with the recently released ES guidelines, utilise education support staff strategically in the classroom to enhance teaching and learning, to supplement the instructional role of teachers • Prioritise time for teachers and education support staff to work together, and understand progress against IEP goals

Real School Examples of Tier 2 Expenditure

Opportunity for teachers **access professional advice from HWIW (e.g., SSS/VT/KESOs or external allied health**

Meetings – SSGs, DIP, Transition

Capability building - Upskilling teachers to consolidate group program adjustments in the classroom

Professional development – Masters of Inclusive Education, Inclusive Classrooms

Whole school professional development (e.g., Sounds Write)

Reflections and Advice from other schools – Tier 2 Funding

Leadership support	Strong processes	Commitment to DI	Culture shift not compliance

Creative & strategic	Support is more than 1:1 ES	Don't spend it all at once!

Resources and where to find them

Knowledge, Skills and Capability Building
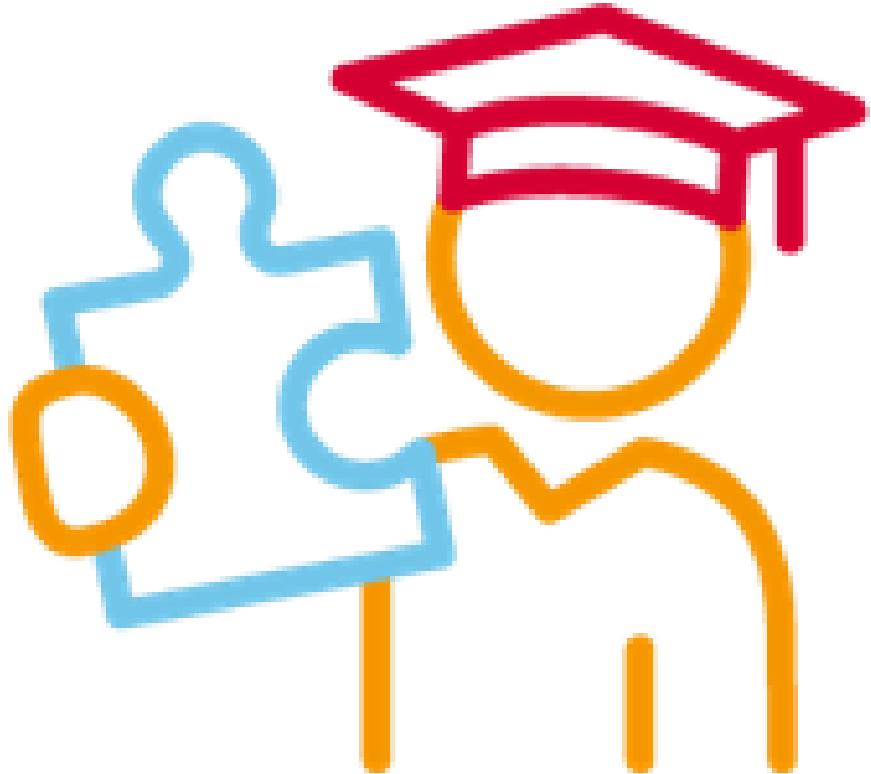
- DI eLearn modules (EduPay)

- 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

Who in Area is available to support Disability Inclusion?

- Disability Coordinators
- Student Support Services
- Visiting Teacher Service
- Nurses
- Koorie Engagement Support Officers
- Senior Education Improvement Leaders

Spotlight on: PAL

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

Technical information about Tier 2 funding allocation is on the [Student Resource Package (SRP) page of PAL](). This information is useful for school leadership teams and Business Managers.

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.

School operations

Disability Inclusion Funding and Support

Policy | Guidance | Resources

Print whole topic

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 last updated

16 September 2022

Policy

Scope

- Schools

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 2022.

Contact

Inclusive Education Reform

✉ disability.inclusion@education.vic.gov.au

https://www2.education.vic.gov.au/pal/disability-inclusion-funding-support/policy

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Disability Inclusion Funding and Support

Policy   **Guidance**   Resources

🖨 Print whole topic

Target group for Tier 2 school-level support

It is expected that schools direct Tier 2 funding to supports for students with disability who require supplementary, substantial or extensive reasonable adjustments to participate in and derive substantial benefits from their education. For more information on this classification of adjustments, refer to the section below 'Identifying students in the target group in a mainstream school'.

These learners will benefit from more targeted support, classroom and school-wide adjustments and approaches. More broadly, by strengthening school-wide capacity and capability, these practices and support are also expected to indirectly benefit all students.

Tier 2 school-level funding and support assists schools to make reasonable adjustments for students with a disability across their school, with increased capacity to:

Guidance

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

https://www2.education.vic.gov.au/pal/disability-inclusion-funding-support/guidance

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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 (DOCX).

General information about Disability Inclusion

- Disability Inclusion – fact sheet for year 1 and special schools (DOCX) (staff login required)
- Disability Inclusion – fact sheet for year 2 schools (DOCX) (staff login required)
- Disability Inclusion – Policy and Advisory Library Guide (DOCX)

Resources to support Tier 2 school-level funding implementation

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

Resources to support schools to target students for Tier 2 support

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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
Steph Rogers	Disability Inclusion Senior Implementation Officer
Cecilia Morales	Disability Inclusion Senior Implementation Officer
Lisa Innes	Disability Inclusion Senior Implementation Officer
Nisha Spence	Disability Inclusion Senior Implementation Officer
Cath Biggs	Disability Inclusion Senior Implementation Officer
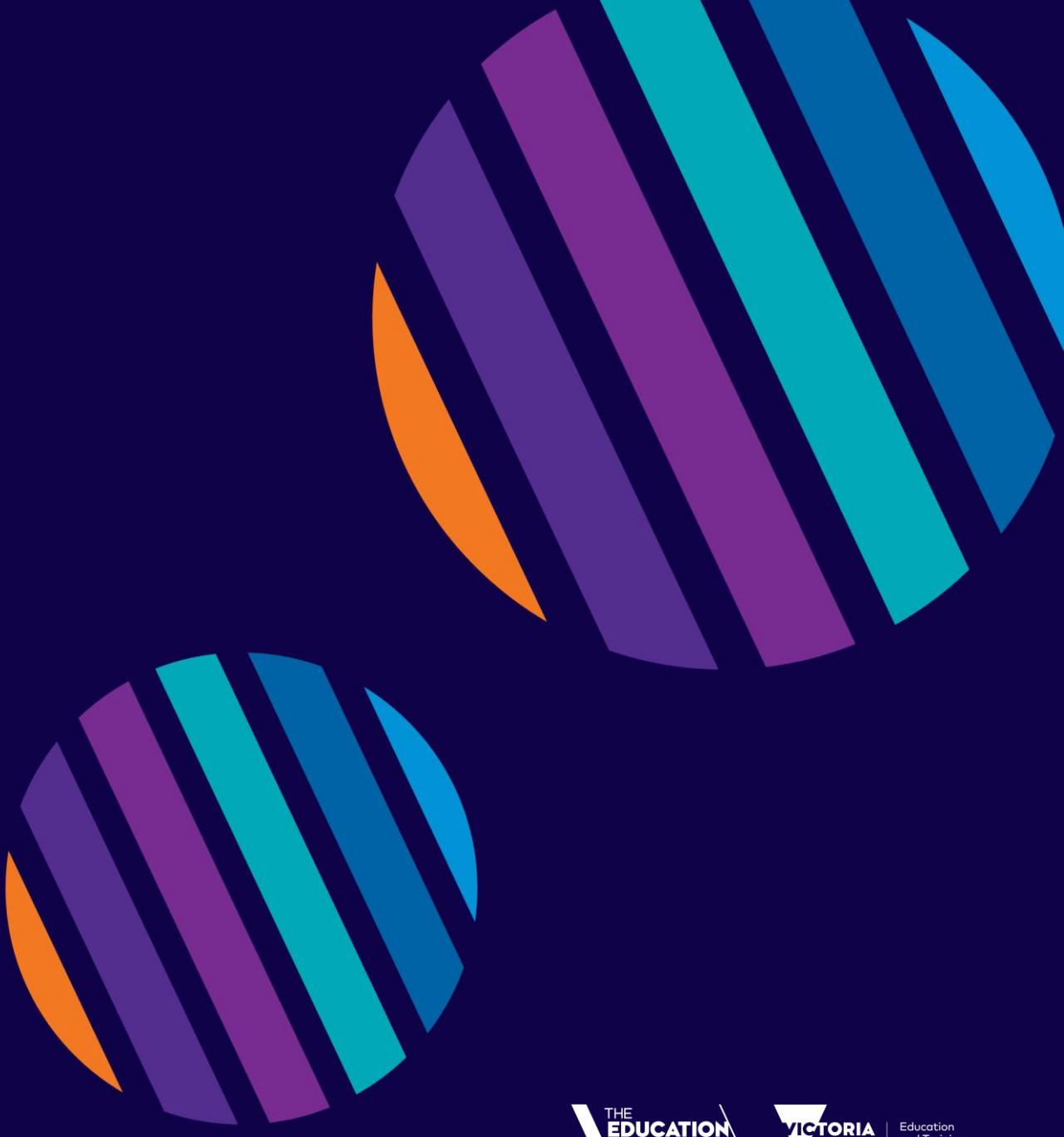
Thank you

You can email the team at:
sevr.disability.inclusion@education.vic.gov.au

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