

Disability Inclusion: making schools a better place for students with disability



Acknowledgement of Country

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



Session Aims:

- Contextualising Disability Inclusion in your strategic plan and AIP
- Present the new funding planner in SPOT, which helps schools plan the use of Tier 2 funding
- Share AIP descriptors to assist with your AIP planning – including actions, activities & milestones
- Introduce checklist of Disability Inclusion key actions for schools
- Professional Learning Opportunities for Barwon Semester 1 & support in choosing best starting point

Contextualising Disability Inclusion within your 2022 AIP and Long Term Strategic Planning

The New Funding Model will impact:

Resources

Practice

Culture

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

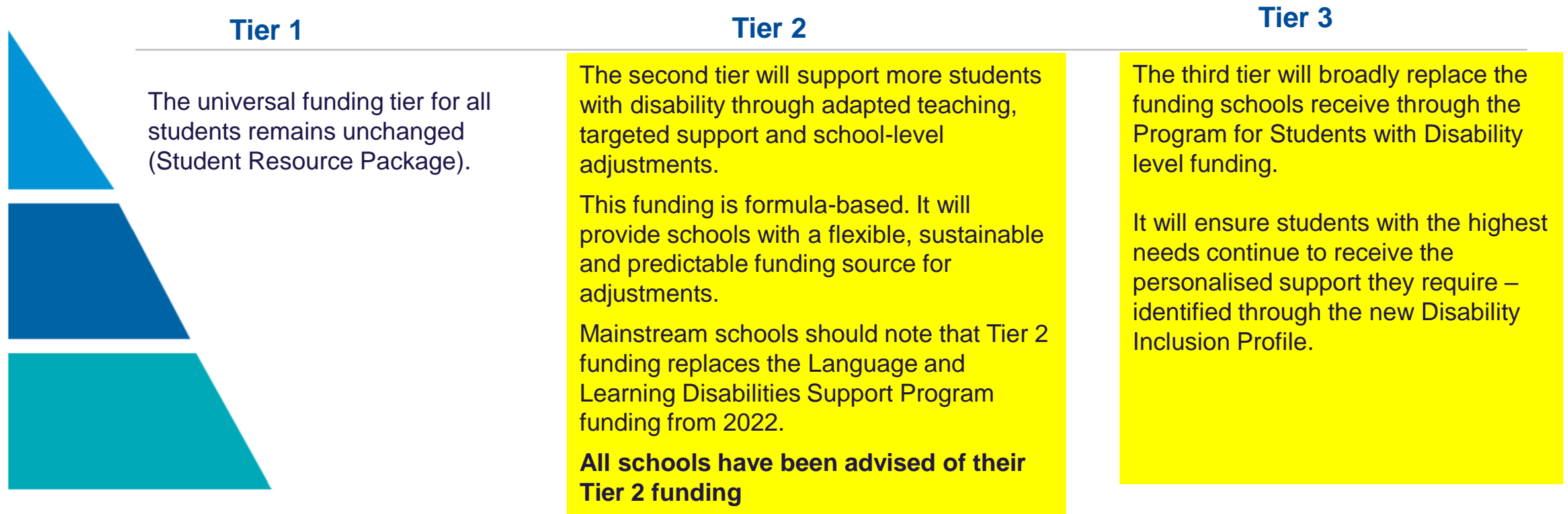
Collaborate and engage parents



Disability Inclusion Funding Model

The funding model has three tiers of funding and support, based on required **to support a student's learning and participation at school.**

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



Reminder - Tier 2 funding and support advice

Schools must use Tier 2 funding for its intended purpose.

Schools know their students best, and have flexibility to deliver Tier 2 support to the target group.

What can Tier 2 funding be used for?

Tier 2 funding must be used to deliver school capacity, capability, adjustments and to improve outcomes for students with disability.

Who is the target group?

The target group for Tier 2 funding are students with disability who require supplementary adjustments to participate in education.

How to identify the target group

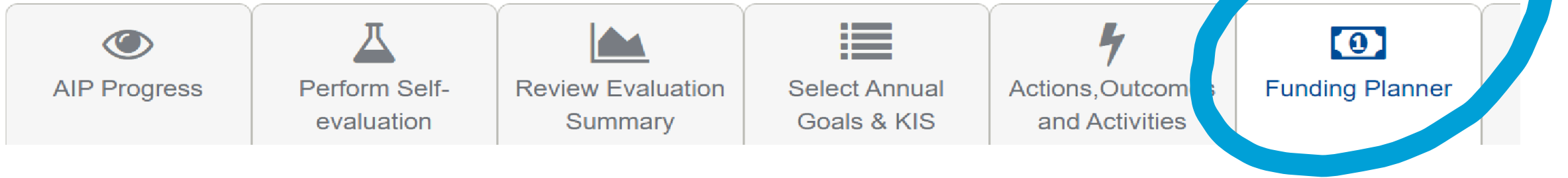
Schools can identify students who needs Tier 2 support through local school processes (eg classroom observations) and planning that identify the learning needs of students. Students with IEPs are likely to be part of the target group. Schools can also use the NCCD for this process.

Allowable uses of funding

- Professional Learning activities to build school capability in inclusive education.
- Salaries of education workforces and/or assigning existing school staff to inclusive education duties.
- Salaries of other workforces to support students with disability (for example OT, Speech Pathologist, physiotherapists)
- Programs and resources to support whole-school teaching and learning of students with disability.
- Equipment, adaptive technology, devices, or materials to support whole-school teaching and learning of students with disability.
- Minor adjustments or modifications to school facilities to meet accessibility needs of students with disability in school (Less than \$5,000)
- CRT: time release for school-based staff to attend professional learning and school planning activities in relation to inclusive education

Planning Tier 2 funding use: SPOT tool

2022 Annual Implementation Plan



Schools can use the funding planner on SPOT to plan their use of Tier 2 funding, as part of their Annual Implementation Plan development.

Schools can:

- identify which of their activities will draw on Tier 2 funding
- specify the value of Tier 2 funding to be allocated per activity
- select the category and sub-category of Tier 2 expenditure for each activity identified as using Tier 2 funding

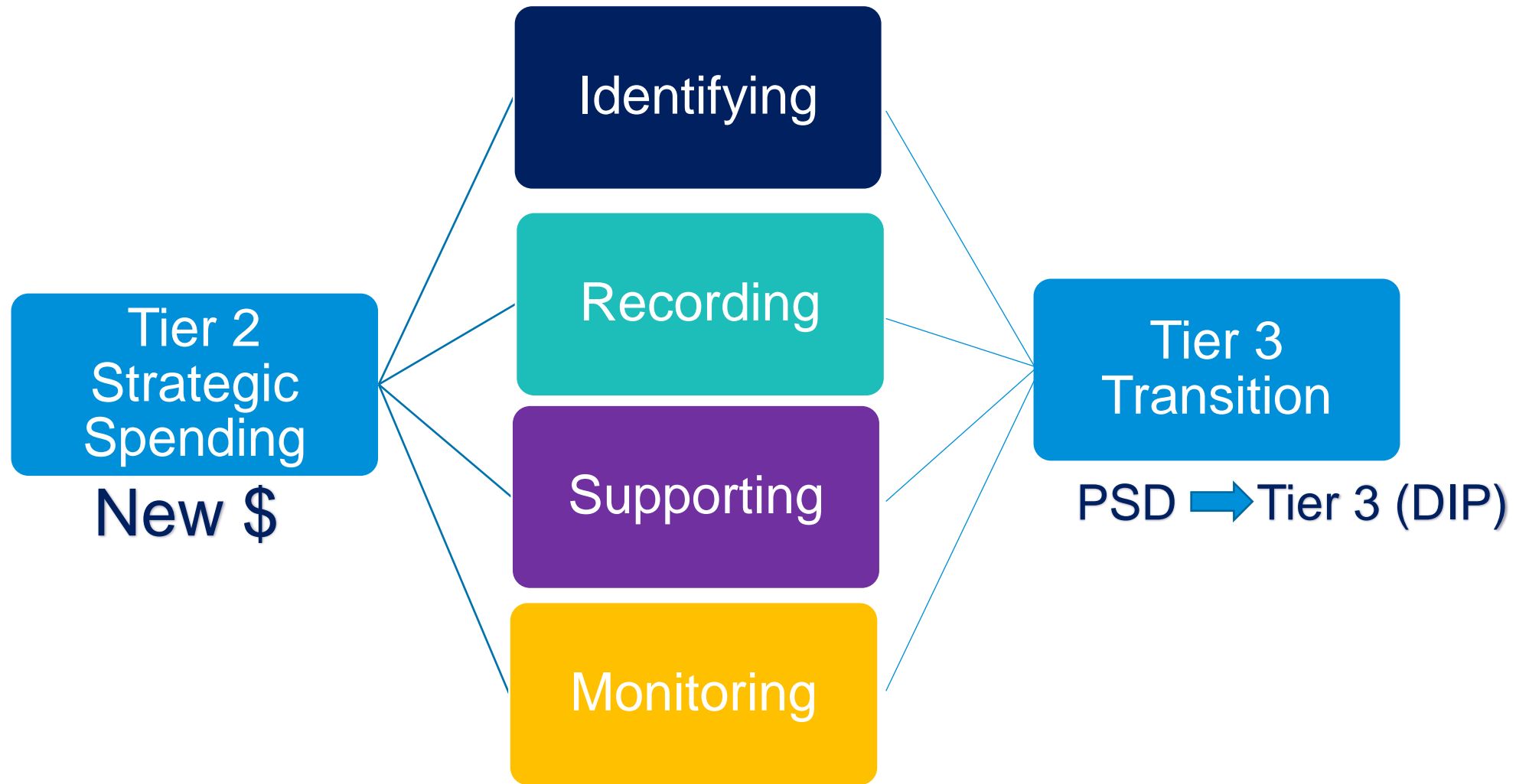
AIP Support Document

Integrating DI in the priority 2022 KIS

Key Improvement Strategies	
KIS 1.a	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Disability Inclusions sits across both Key Improvement Strategies, and FISO 2.0 now aligns LEARNING & WELLBEING at the centre.

The work is inter-related



AIP Sample Actions, Outcomes, Success Criteria and Activities

This purpose of this document is to support system coherence through the Annual Implementation Plan (AIP) by providing advice and worked examples that illustrate how **Disability Inclusion Reform** can be reflected and represented within school's AIPs. The intended audience for this resource is school and regional staff.

These sample Actions, Outcomes, Success Indicators and Activities can be a useful starting point to support Disability Inclusion efforts across both the Learning and Wellbeing priority in 2022.

Sample Actions	4 key principles:	Whole school level	Classroom level	Small group level
	Set a strong inclusive school culture through strong leadership	<ul style="list-style-type: none"> Research and develop a plan to establish an evidence based inclusive culture that improves outcomes for all students across the school over the next 5 years Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion Undertake a review of whole school approaches to assuring the inclusion of all students (Setting Expectations & Promoting Inclusion EISD Tool) Undertake a review of all school policies to ensure they use inclusive language and enable and encourage the inclusion of all students and families in the school community Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles over the next 3 calendar years Review and reformulate how student voice is used to inform teaching and learning practices throughout the school Establish bi-annual student focus groups to enable student voice to inform and support inclusive practice improvement 		
	Focus on inclusive practice at whole school and in class level	<ul style="list-style-type: none"> Improve whole school transition procedures to ensure that key information is communicated and used to support student learning throughout their school journey Build staff capacity and knowledge to develop high quality Individual Education Plans Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Identify staff in the school who are inclusive practice champions and establish mechanisms to enable them to share practices with others Establish a strategy to improve the way NCOD data is identified, collected and used to support improved teaching and learning decision making across all classrooms Research, understand and implement best practice Education support staff/teacher collaboration across the school Ensure that all staff understand their responsibilities associated with Disability Inclusion and have access to appropriate Professional Learning Implement (or embed or refine) Respectful Relationships education through a whole school approach Establish a whole school approach to explicitly teaching social-emotional learning using the Resilience Rights and Respectful Relationships (RRRR) evidence-based curriculum resources Establish a whole school approach to assessing and reporting on social-emotional learning as per Personal & Social Capability and Respectful Relationships in Victorian Curriculum (see VCAA) 	<ul style="list-style-type: none"> Establish structures and practices that enable teachers to formally record classroom adjustments made to support individual students 	
	Value specialist expertise	<ul style="list-style-type: none"> Establish and document formal processes for staff to enable them to engage with specialists, including SSS, NDIS providers, Allied Health to identify the needs and the adjustments required for individual students Work in collaboration with specialists to ensure that the adjustments are able to be successfully implemented in the school setting Build staff capacity and knowledge on how to run and accurately record SSG's in a consistent manner Actively seek guidance from specialists to meet the needs of individuals 		
	Collaborate and engage with parents	<ul style="list-style-type: none"> Establish a whole school plan to communicate and develop parent understanding of Disability Inclusion Establish a consistent whole school approach to engaging and connecting the parent community 		

Refer to attachments in ARC invite

Disability Inclusion Supports for this work

Disability Inclusion School Preparation Checklist - SWVR

This checklist aims to assist Principals in determining/delegating key activities likely to assist in developing your and your schools Knowledge of the Disability Inclusion Reform. Many of the suggested activities will also assist with your schools' transition to the new Disability Inclusion Funding Model and potentially continue the progression of core skills and attitudes essential for the achievement of the longer-term Reform goals.

We recognise that change in schools is a complex multi-faceted challenge and that every school will have different and competing priorities. With this in mind we have endeavoured to order the checklist to allow for a logical progression moving from foundational actions. This list is not intended to be exhaustive but to complement your planning for DI Reform in your school.

School Checklist	✓
School Planning	
Ensure you are aware of key dates associated with Disability Inclusion Reforms including when the PSD ceases and is replaced by Disability Inclusion Profile Tier 3 Funding (different in each Area)	
Consider developing/starting your own list of questions/actions	
Determine what issues this list highlights for your school and determine what items can be delegated or need to be fleshed out in more detail later or both	
Incorporate Inclusion goals into the AIP SPOT (additional AIP prompter resources provided)	
Panorama Data analysis- review school's data to guide focus areas and align with AIP goals- School wellbeing, attendance, expulsion & academic data, Pathways (Secondary)	
Consider opportunities to engage and partner with area and regional teams to build staff's capacity <u>in the area of</u> inclusion and promote an inclusive culture	
Ensure Business Manager understands the funding impacts on school finances (attends 'Business Manager' Professional Learning)	
Building Internal Knowledge of the DI Reforms	
School Principal to develop a working understanding of the reforms (recommended - attend an Overview and Tier 2 Information session- depending on school size may also attend Tier 3 DIP session)	
School Principal (all school leadership) to attend IEP Quick Guide (Professional Learning)	
Ensure there is a plan in place to ensure all school staff have a working understanding of how to write, develop and implement a high quality IEP	
Ensure that staff responsible for Disability Inclusion have access to the Professional Learning run by the Regional Implementation Team	
Ensure that staff responsible for Disability Inclusion are aware of the available eLearn Modules and consider how these might assist all staff	
Communicating to the staff in relation to the Disability Inclusion reform (Guidance on PAL) Communication resources	
- Ensure all staff are aware of the DI reforms and begin to understand the implication of the reforms on their work	
- Consider how DI goals in your schools AIP might translate into teacher PDP's	
Ensure that staff have access to Professional Learning opportunities-Inclusive Practices / Inclusive Classrooms Inclusive classrooms	
Identify staff to engage in Inclusive Classrooms Courses	

Refer to attachments in ARC invite

Professional Learning Opportunities

Barwon semester 1

Disability Inclusion – Regional implementation Team (RIT) Supports 2022 – Barwon

Our supports will now steer away from direct content delivery to more practical supports. This will include:

Continued:

- Continued Key Contact support from RIT

Continuing individual support to Key contacts across Barwon, as established in 2021. Support Individual queries, share tools/resources, provide advice.

- Overview and Information sessions

Sessions provided in 2021 will be run again in 2022 for schools/Area staff seeking this level of support. This is not Barwon specific and targeted for year 2 rollout areas, however open and accessible to Barwon as required.

NEW:

- eLearn modules now available to support Disability Inclusion Professional Learning

To support understanding of the Disability Inclusion Reform through a series of 8 comprehensive online modules accessed through edupay.

- Professional Learning LAB's which aim to apply content to real life scenarios and apply it in practice in your own context

To see and use real examples and case studies to improve practice

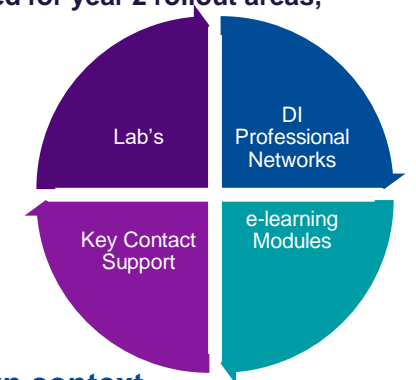
To connect with colleagues to share practice, build knowledge and improve practices

- Develop 3 Barwon Professional Networks for DI to support the Disability Inclusion school improvement

To engage in joint activities and discussions, help each other, and share information.

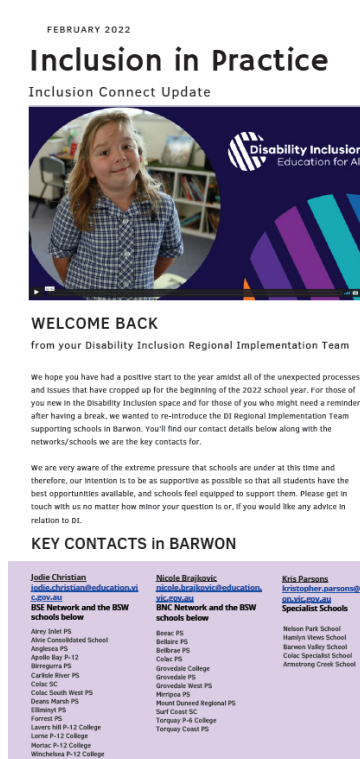
Develop a shared repertoire of resources: experiences, stories, tool, ways of addressing recurring challenges – shared practice

Focused on collective responsibility for learning and translating this to performance



Supporting Schools make sense of RIT supports?

DI Semester Termly Newsletter for Barwon/SWVR



Includes the PL Continuum tool with directions of use

Knowledge of Disability Inclusion Reform	Key indicators – include but not limited to.	Building Capabilities –Click the ARC Links below to Access PD	
		RIT Professional Development	Audience
Emerging	<ul style="list-style-type: none"> Key people responsible for Disability Inclusion in the school at are the beginning stages of their knowledge of the Disability Inclusion Reform. 	<ul style="list-style-type: none"> DI Overview & IEP Quick Guide (60 mins) Tier 1 Overview (40 mins) Tier 2 Overview/ DI Guidelines (60 mins) Business Manager Presentation (45 mins) eLearns Modules 	6.2.2022_Link 15.2.2022 link
Evolving	<ul style="list-style-type: none"> Key people responsible for Disability Inclusion are ready to put some of their knowledge into making decisions about DI policies, processes, and structures within their school 	<ul style="list-style-type: none"> DI Presentation for school staff (60-90 mins) IEP Quick Guide (55-20mins) Primary to Secondary Transitions (30 mins) Prep transitions (30 mins) Staffing & Structures (30 mins) Adjustments & Tools for co-funding adjustments & evidence (50 mins) 	All teaching Staff Leadership Disability Inclusion Roles/ PSD Coordinators
Embedding	<ul style="list-style-type: none"> Key people responsible for Disability Inclusion have a strong understanding of the tiered intervention model NCCD is moderated and used effectively to inform planning & professional learning Key people responsible for Disability Inclusion have a good understanding of the key elements of the reform and are ready to transition students to DI 	<ul style="list-style-type: none"> Preparing to transition from PSD to DI (90 mins) LABs - Adjustments Professional Networks (Dates TBC) 	Leadership Disability Inclusion Roles/ PSD Coordinators
Excelling	<ul style="list-style-type: none"> Collaborative decisions based on the allocation of resources are reflective of the Disability Inclusion reform Student data is used to inform all collaborative decisions regarding the allocation of Disability Inclusion Tiered Funding resource 	Seek support from Regional Implementation Teams/ Area Teams for additional support on possible future planning	Leadership Disability Inclusion Roles/ PSD Coordinators

- To assist schools, identify quickly what stage of KNOWLEDGE they are at and identify relevant PL for their school/staff.
- All RIT PL now on ARC platform

- PL communication will be sent in week 2/3 this term.

Additional resources available to support schools

Planning resources

- [Annual Implementation Plan](#)
- [School Strategic Planning](#)
- [The Framework for Improvement Student Outcomes](#)
- [The FISO Implementation Guides](#)
- [Performance and Development Plans for Teacher Class, Principal Class, and Education Support Class employees](#)
- [The Education Endowment Fund School Planning Guide for 2020-2022](#)

Additional Learning resources

- [DET High Impact Teaching Strategies \(HITS\)](#)
- [DET Whole-school guide to curriculum planning](#)
- [DET Tutor Learning Initiative](#)
- [DET Professional Learning Communities](#)
- [DET Professional Practice note 17: purposeful collaboration for excellence](#)
- [DET Koorie teaching resources](#)
- [DET Practice Principles](#)
- [VCAA curriculum planning resource](#)
- [VCAA F–10 assessment resources and tools](#)
- [VCAA self-assessment tool](#)
- [VCAA Literacy and Numeracy Check-in Assessments \(available through the \[Insight Assessment Platform\]\(#\)\)](#)
- [Bastow Communities of Practice approach](#)
- [Evidence for Learning: Teaching and Learning Toolkit – Australia](#)
- [AITSL Professional Practice Resources](#)

Additional Wellbeing resources

- [DET Schools Mental Health Fund](#)
- [DET Schools Mental Health Fund Menu](#)
- [DET Schools Mental Health Planning Tool](#)
- [DET Inclusive Education for students with disabilities](#)
- [DET Disability Inclusion Funding and Support model](#)
- [DET Health, wellbeing and inclusion workforce COVID-19 guidance](#)
- [DET Respectful Relationships](#)
- [DET Safe schools](#)
- [DET School Wide Positive Behaviour](#)
- [DET Student health and wellbeing](#)
- [DET Navigator case management program](#)
- [DET LOOKOUT Education Support Centres](#)
- [Student Wellbeing Hub](#)
- [School Sport Victoria](#)
- [Education For Learning Student Health and Wellbeing Systematic Review](#)

For more information

If you would like any more information or have any questions about the 2022 AIP process please contact the **Improvement Support Unit**, Performance Division
improvement.support@edumail.vic.gov.au.