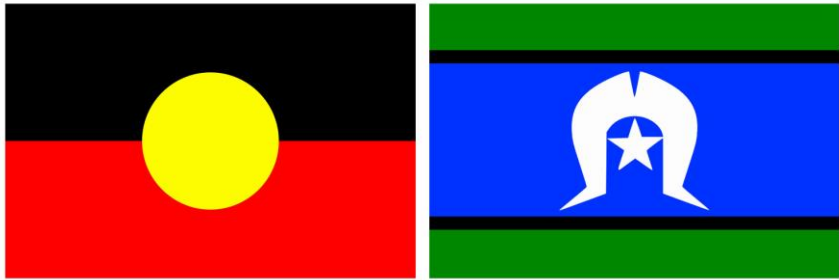


Disability Inclusion Tier 3 Guidelines Overview



Acknowledgement of Country



Skeleton Creek

Learning Intention for today's session

Develop a deeper understanding of the Disability Inclusion Profile process and the guidelines that support this.



Principles of Disability Inclusion

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

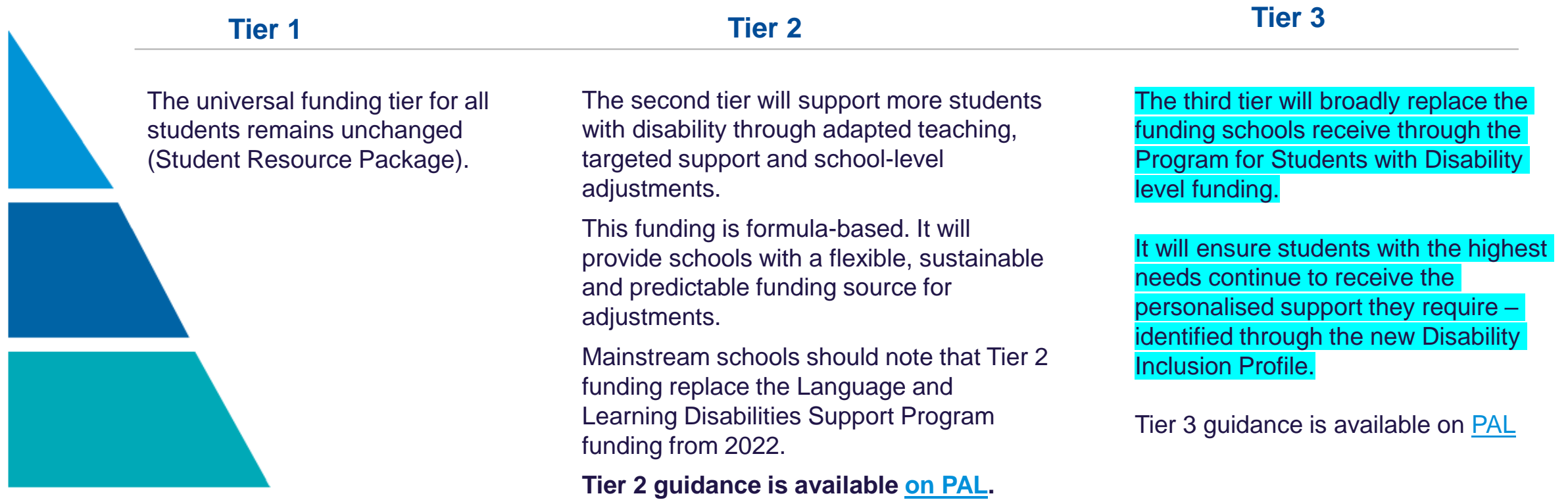
Principle 4

Collaborate and engage parents

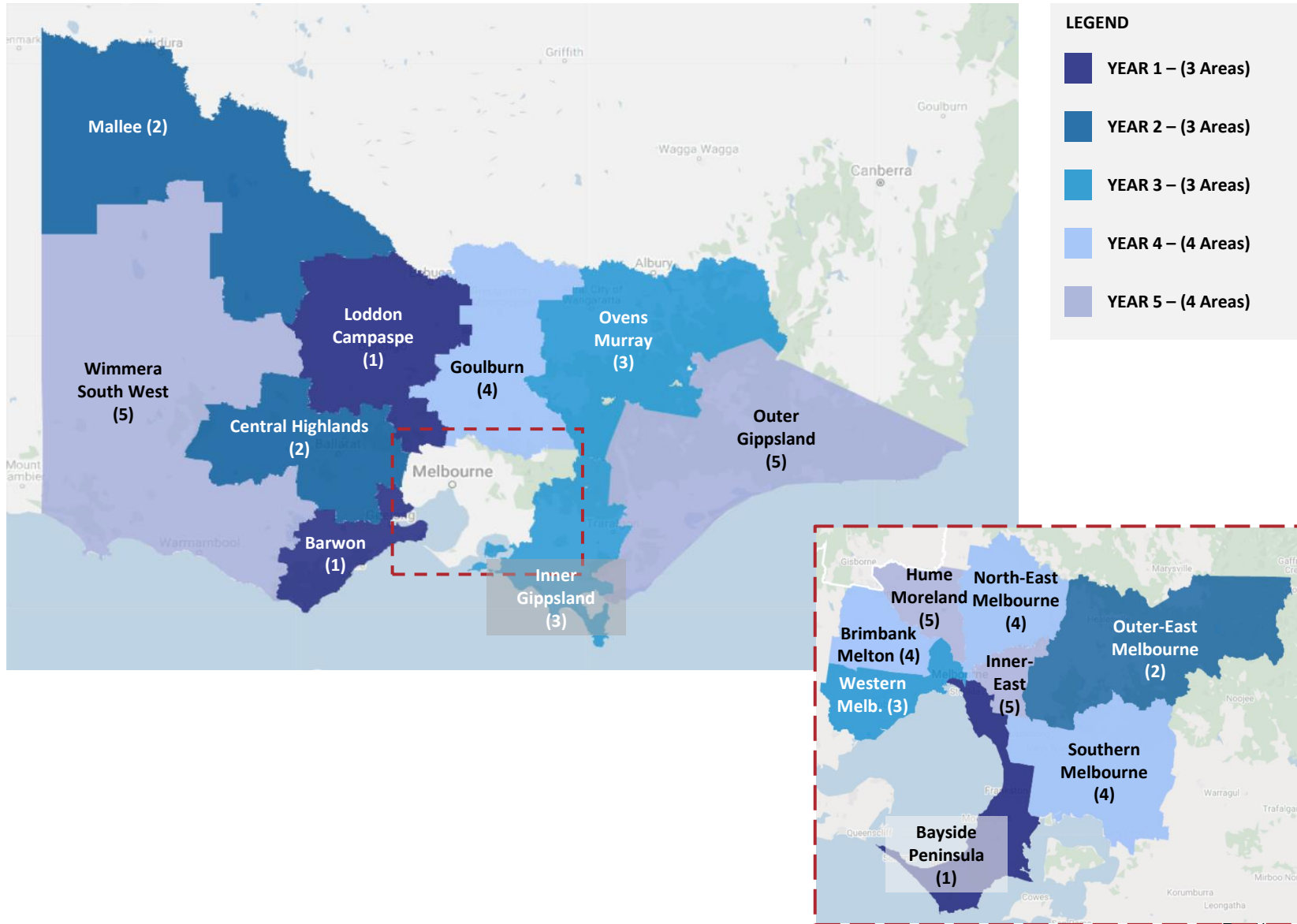
Requesting a Disability Inclusion Profile meeting

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

Disability Inclusion will boost school-based resourcing to enable schools to strengthen adjustments for more students with disability with higher support needs.



Disability Inclusion Implementation Schedule



Disability Inclusion Profile

Disability Inclusion Profile

The Disability Inclusion Profile (the profile) captures a student's strengths and educational aspirations, their needs across a range of educational related activities, and the adjustments required to enable participation and engagement at school.



*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.

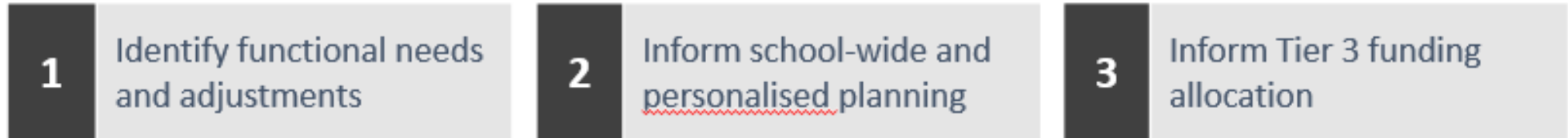
Shared understanding

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.

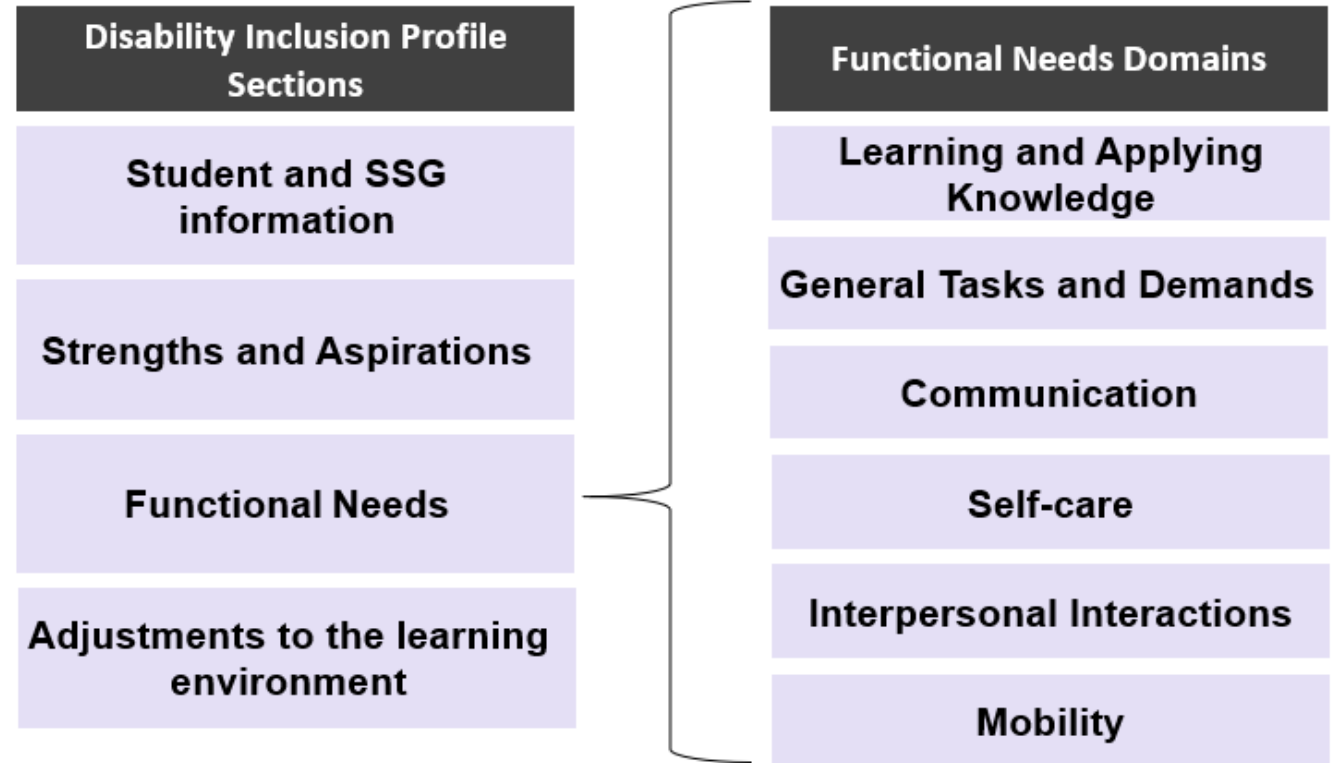
The purpose of the profile?



- Provides the SSG (Student Support Group) with a deeper understanding of a student's functional needs
- Identifies the supports required to meet the student's needs
- Helps schools improve individual education planning for the student
- Helps schools improve school-wide planning for all students who require adjustments
- Will inform Disability Inclusion Tier 3 student-level funding

Functional needs Domains

- Student & SSG Information
- Student voice
- Functional needs of the student will be considered in relation to a set of six domains
- Level of adjustments
- Supporting Information
- Adjustments to the Learning Environment
- Agreed SSG Meeting & Disability Inclusion Profile Schedule



Supporting Information Rubric

Advice on how to gather the right kinds of supporting information to support the process is available at: [Supporting Information Guidance \(word\)](#)

Domain	Activities (<i>click for further information to find out more</i>)			
Learning and applying knowledge	Watching	Listening	Reading	Writing
	Mathematics (calculating)	Focusing and directing attention	Solving problems	
General tasks and demands	Carrying out daily routines	Undertaking tasks independently	Handling stress and other psychological demands	Managing one's own behaviour
Communication	Producing non-verbal messages	Interpreting Spoken Messages	Interpreting non-verbal messages	Using expressive language (Speaking)
	Conversation			
Self-care	Drinking	Eating	Dressing	Toileting
	Washing oneself	Looking after one's health	Looking after one's safety	
Interpersonal interactions	Responding to the feelings of others	Forming relationships	Regulating behaviours within interactions	Interacting according to social rules
Mobility	Lifting and carrying objects	Fine motor skills	Moving from place to place	Positioning one's body

Building understanding of levels of adjustment

Supplementary adjustments

- **Planning**

Involvement of the learning and support team in planning eg: learning support coordinator/teacher.

Using student specific assessment data to analyse needs.

Regularly review and refine personalised adjustments.

Teaching

Modify the amount and presentation of oral and written information.

Provide separate supervision or additional time to complete work tasks.

Provide programs or interventions to target self-regulation in class.

Develop and use key cues – pictorial/colour coding or tactile.

- **Assessment and Reporting**

Set alternative, practical tasks for assessments.

Provide a reader or scribe for assessments and exams.

- **Environment**

Sit student near the door so they can access breaks outside the classroom.

Additional adult staff member provided to support students

Provide supervised accessible safe/quiet areas around the school

- **Resources**

Classroom equipment eg: pencil grip, positional seat, electronic dictionaries

Individualised desk goals and reminders.

Personalised picture cues to support the student.

Managing one's own behaviour (EXAMPLE of one activity)

Carrying out coordinated actions in a consistent manner in response to new situations, persons or experiences.

Level of adjustment	Student Characteristics	Criteria	Sources that the criteria are typically found in:
<p>Extensive adjustments –</p>	<p>The student responds inconsistently to new situations, people or experiences. This is apparent in the student's individualised behaviour program.</p>	<p>Information about specialist (for example psychologist) support to the teacher and or to the student to enable the student to respond appropriately to new situations, people or experiences.</p> <p>AND</p> <p>Information that confirms highly structured, personalised teaching strategies are being used to build the student's capability to manage their behaviour</p> <p>AND</p> <p>Environmental resources are being used to support the student to respond appropriately, on the advice of the specialist. These adjustments could include but are not limited to the interventions listed here, PBISworld.com/tier3</p> <p>AND</p> <p>Adjustments to the usual educational program occur at all times every day.</p> <p>AND</p> <p>Information about sustained levels of intensive, one on one support at all times.</p> <p>AND</p> <p>Information that confirms the substantial adjustments currently in place are not sufficient to support the student to consistently manage their own behaviour. The student still responds inconsistently despite specialist personalised programs and support, that have been implemented as intended.</p>	<p>Sources that typically contain information about adjustments</p> <ul style="list-style-type: none"> • IEP– a goal related to managing their behaviour that has been informed by a functional behaviour assessment (undertaken by an SSS or equivalent or BCBA) with actions tasked to a specialist to support the teacher to develop and implement personalised positive behaviour supports. These could include but are not limited to the interventions listed here, PBISworld.com/tier3. And or with actions for the specialist to directly support the student to improve their competencies related to managing one's own behaviour. These could include but are not limited to the interventions listed here, PBISworld.com/tier3 • A Functional Behaviour Assessment report • Behaviour support plan <p>Sources that typically contain information about ongoing need for adjustments</p> <ul style="list-style-type: none"> • SSG minutes that detail the implementation and monitoring of at least two cycles of an individualised program of intervention, none of which has supported the student to progress toward a goal related to managing their own behaviour independently • SSG minutes detailing the advice of, or support provided by the specialist • A record from the specialist of their involvement with the teacher and or student • Behaviour and intervention tracking forms that demonstrates no improvement in the student's behaviour from the intervention and or adjustments, and that demonstrates that individualised intervention and or adjustments have been effectively implemented

Requirement to meet criteria for a level of adjustment

Managing one's own behaviour (EXAMPLE of one activity)

Level of adjustment	Student Characteristics	Criteria	Sources that the criteria are typically found in:
Extensive adjustments	The student responds inconsistently to the people or experiences required to the individualised behaviour program.	Information about specialist (for example psychologist) support to the teacher and/or to the student to enable the student to respond appropriately to new situations, people or experiences. AND Information that confirms highly structured, personalised teaching strategies are being used to build the student's capability to manage their behaviour. AND Environmental resources are being used to support the student to respond appropriately, on the advice of the specialist. These adjustments could include but are not limited to the interventions listed here: PBI\$world.com/tier3 AND Adjustments to the usual educational program occur at all times every day. AND Information about sustained levels of intensive, one on one support at all times. AND Information that confirms the substantial adjustments currently in place are not sufficient to support the student to consistently manage their own behaviour. The student still responds inconsistently despite specialist personalised programs and support that have been implemented as intended.	Sources that typically contain information about adjustments that are specifically related to managing their behaviour that has been created by a functional behaviour assessment (undertaken by an ELO or equivalent or BCBAs) with actions tailored to a specialist to report the teacher to develop and implement personalised positive response supports. These could include but are not limited to the interventions listed here: PBI\$world.com/tier3 . And or with actions the specialist to develop support the student to improve their responses related to managing one's own behaviour. These all include but are not limited to the interventions listed here: PBI\$world.com/tier3 AND Individual Behaviour Assessment report AND Source: PBI\$world.com/tier3 Sources that typically contain information about ongoing need for support. AND Sources that detail the implementation and monitoring of at least two cycles of an individualised program of intervention, none of which has supported the student to progress toward a goal related to managing their own behaviour independently. AND Sources detailing the advice of, or support provided by the teacher. AND Sources from the specialist of their involvement with the teacher (or student). AND Behaviour and Intervention Tracking forms that demonstrates no improvement in the student's behaviour from the intervention and or supports, and that demonstrates that individualised intervention or adjustments have been effectively implemented.

Criteria

Information about specialist (for example psychologist) support to the teacher and or to the student to enable the student to respond appropriately to new situations, people or experiences.

AND

Information that confirms highly structured, personalised teaching strategies are being used to build the student's capability to manage their behaviour

AND

Environmental resources are being used to support the student to respond appropriately, on the advice of the specialist. These adjustments could include but are not limited to the interventions listed here, [PBI\\$world.com/tier3](#)

AND

Adjustments to the usual educational program occur at all times every day.

AND

Information about sustained levels of intensive, one on one support at all times.

AND

Information that confirms the substantial adjustments currently in place are not sufficient to support the student to consistently manage their own behaviour. The student still responds inconsistently despite specialist personalised programs and support, that have been implemented as intended.

Principle 2

Value specialist expertise

For substantial and Extensive adjustments;

- there needs to be information that confirms a specialist is supporting the development and delivery of specialist intervention or
- providing advice support to the delivery of strategies.

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

Levels of Adjustment Descriptions Relevant to Tier 3 Funding

Substantial

The student requires substantial adjustments to enable them to participate in activities on the same basis as their peers, with the provision of essential adjustments and considerable adult assistance.

Adjustments to the usual educational program occur at most times on most days.

Adjustments are provided to address the specific nature and significant impact of the student's functional needs.

8 activities at a minimum of Substantial

Extensive

The student requires extensive adjustments to enable them to participate in activities, with the provision of extensive targeted adjustments and sustained levels of intensive support at all times.

These adjustments are highly individualised, comprehensive and ongoing.

3 activities at Extensive

2 Types of Information

1. Information about the adjustments currently being provided to support the student

2. Information on the implementation of these adjustments over time, and the student's responsiveness to them

List of supporting information sources

Supporting information sources include, but are not limited to:

- An individual education plan (IEP) that has been reviewed and updated within 3 months of the profile meeting.
- Student Support Group (SSG) minutes that record the implementation and review of adjustments.
- A record of service or a letter from a specialist that details the intended outcomes of their involvement with the student, the actions they took to achieve those outcomes (advice, small group, one on one work) and the outcomes that were achieved.
- Teacher planning or capability building documents.
- School resources (including intervention checklists, profiles, intervention artefacts).
- Records of interventions being implemented as intended, for example a running record of the student's attendance in a small group social skills intervention.
- Records of the student's responsiveness to adjustments, for example a record of the reduction in frequency of a target behaviour over time.

2 Types of Information

1. Information about the adjustments currently being provided to support the student

2. Information on the implementation of these adjustments over time, and the student's responsiveness to them

List of supporting information sources

- [Behaviour support plans](#).
- [Health support plans](#) and related [medical advice forms](#) received from the student's medical specialist.
- Out of Home Care plan.
- [Toileting care and learning plan](#).
- Advice from the student's medical specialist outlining how to transfer and position the student. [Personal Care Medical Advice Form — for a student who requires support for transfer and positioning](#).
- Advice from the student's medical specialist outlining how to provide [continence care](#).
- Advice from the student's medical specialist outlining how to provide [supervision for eating and drinking](#).
- Medical advice received by the student's medical practitioner via the Department's [General Medical Advice Form](#). Including advice for students experiencing self-harm or suicidal thoughts.

Working Together - Supporting Information Disability Inclusion Profile

The Department's Health, Wellbeing, and Inclusion Workforces (HWIW) should provide supporting information for students they have involvement with and who are undertaking the profile.

HWIW may comprise:

- Student Support Services
- Primary and secondary school nurses
- Visiting Teachers
- Koorie Engagement Support Officers
- Lookout Learning Advisors
- other regional/divisional or area-based staff whose key role is to provide support to schools.

Full details about the specialists, including HWIW and other specialists, that can provide information and how they provide information is detailed in the [Supporting Information Guidance \(Word\)](#).



Providing Supporting Information Disability Inclusion Profile



- Following approval, schools are encouraged to work with parent/carer(s) to collate relevant supporting information to discuss with their Student Support Services (SSS) Key Contact before the meeting.
- Schools can scan and upload this additional information prior to the DIP meeting.
- Information provided verbally in the meeting will be considered and documents that are first tabled at the meeting will be noted. (Hard copies are unable to be accepted by the facilitator).
- Following the meeting the school is expected to upload the tabled documents and any other information requested during the meeting.
- Having one location where supporting information is kept ensures a complete record of the supporting information is maintained.

Requesting and Participation in a Disability Inclusion Profile meeting

Scheduling a Disability Inclusion Profile meeting

The Disability Inclusion Facilitator Service (facilitator service) team will work with schools to book a profile meeting at an agreed date and time.

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.



Timelines for undertaking the Disability Inclusion Profile

- Central Highlands Schools can request a profile meeting from Term 2 2022
- Schools should consider prioritising profile meetings in Term 2 for students who may be eligible for Tier 3 student level funding



Requesting a Disability Inclusion Profile meeting

Once the Student Support Group (SSG) has agreed to request a profile meeting, the school is responsible for requesting a meeting by contacting the Disability Inclusion Facilitator Service (DIFS or facilitator service) at:

The **following information will be requested by the facilitator service** to finalise the school's request to undertake a profile for a student:

- basic identifying and biographical information about the student
- a completed and scored Vineland-3 for the student (completed within 12 months prior to the request date)
- a signed consent form from the parent/carer(s)
- an Individual Education Plan (IEP) (updated in the past 3 months)
- SSG minutes (from the most recent meeting and any historical minutes)

Disability Inclusion Profile Consent Form and Privacy Information

Schools must obtain consent from the student's parent/carer(s), or the adult/mature minor student before requesting a profile meeting. This must be provided when schools make the request.

Who can sign consent?

- a parent or other person with parental responsibility
- a student over the age of 18 years
- a student who the principal considers to be a [mature minor](#) for the purposes of making the decision to receive the services.

The image shows three panels of the Disability Inclusion Profile Consent Form and Privacy Information document. The first panel is the title page, the second is the privacy information, and the third is the consent form.

Disability Inclusion Profile - Consent Form and Privacy Information

Schools must provide the following written statement to the parent/carer(s) of students who are undertaking a Disability Inclusion Profile.

What is a Disability Inclusion Profile?

- The Victorian Department of Education and Training (the Department) supports all students to learn and thrive at school. If a student has a disability or additional needs, their school can complete a student profile to work out how to help them learn at school.
- The Disability Inclusion Profile is discussed during a meeting at school. This meeting includes the student's teachers, their parent/carer(s) (P/C), a school leader (such as the Principal) and an independent expert (Facilitator). An interpreter or support person can also be invited.
- The student in your care has been selected to take part in a Disability Inclusion Profile because it may help their school to better support their learning. For you, this involves:
 - Providing informed consent, by signing this form
 - Attending a Student Support Group (SSG) meeting to discuss the Profile at school. At this meeting you will be asked to talk about your child's strengths, goals/aspirations and what they need to be able to participate in their education on the same basis as their peers without a disability.
- The Disability Inclusion Profile will collect information about your child. This information is private and confidential. It will be kept secure in line with Victorian privacy law and the Department's [privacy policy](#).
- After the Disability Inclusion Profile is done, this information will also be used to inform the school about the student's level of need at school, including how to make adjustments to support the student at school.
- Please sign in the box on page 3 if you agree to the school setting up a meeting and the student in your care undertaking a Disability Inclusion Profile.

Funding and reasonable adjustments

Participation in the Disability Inclusion process does not guarantee that the student's school will receive individualised supplementary Tier 3 student level funding to support the student.

Disability Inclusion Education for All

Determinations will be made case-by-case, based on a student's individual needs and their school setting.

Schools receive school-level funding allocations to ensure they are appropriately resourced to provide reasonable adjustments to all students with disability. An adjustment is a measure or action (support) taken to assist a student with disability to participate in education on the same basis as a student without disability.

Under the Equal Opportunity Act 2010 (Vic), the Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005), all education providers must make reasonable adjustments for students with disability. As such, no matter the funding outcome, the student will be supported to learn and participate at their school.

Privacy and how your information will be handled

The Department and your school value the privacy of every person. Department employees, including all school staff, must comply with Victorian privacy law and applicable privacy policies.

Personal and health information held by Victorian government schools, on behalf of the Department, is governed by Victorian privacy laws: *Privacy and Data Protection Act 2014 (Vic)* and *Health Records Act 2001 (Vic)*.

Collection and use of student information

If you consent to this service, the Disability Inclusion Facilitator Service, contracted by the Department, will collect information from you and your school to create a Disability Inclusion Profile which:

- provides detailed and balanced information on all available educational options for the student
- helps determine the specific educational needs of the student
- informs funding allocations to be provided to the student's school.

In addition to the Disability Inclusion Profile, other documentation may also be collected to verify the information obtained by the Disability Inclusion Profile. This may include samples of student work or classroom/school resources, formal and informal educational, health and/or allied health assessments, therapy summaries and documentation from other programs or service providers (such as NDIS).

If you do not provide the information required, the Department may not be able to verify the information collected in the profile which is needed to make determinations about supplementary funding.

The Disability Inclusion Facilitator Service will provide a Disability Inclusion Profile Report to the school within 21 days of the meeting or after the school provides any further supporting information, if requested. The school will provide you with copy of this report as soon as practically possible.

Use of de-identified information for evaluation and training purposes

De-identified information may also be provided to a consultant or contractor working on behalf of the Department for the sole purposes of quality assurance, training and/or undertaking an evaluation of Disability Inclusion. These consultants are contractually obliged to maintain the privacy of any data provided to them and will not use this information beyond these purposes.

Quality assurance provides monitoring of the accurate, fair and consistent administration of the Disability Inclusion Profile in schools.

Training builds the skills of workforces in implementing Disability Inclusion, in particular the facilitator role.

Evaluation will review 2020/21 and measure the implementation of Disability Inclusion to test the effectiveness of its implementation and its outcomes.

Security and retention of information

All information collected will be stored securely and in accordance with privacy laws and Department policy.

Accessing information

The student's school will keep a copy of all documentation submitted to verify the information collected in the Profile in accordance with the Department's policy on records management. On request, this information will usually be provided to a student's parent/carer(s). If a school cannot assist in providing the documents, the parent/carer(s) will be referred to the Regional Disability Coordinator at the relevant regional office for assistance. In some circumstances, due to the volume, sensitivity or complexity of the information, or due to potential impacts on a person's privacy, the parent/carer(s) may be required to make a Freedom of Information application. This allows the Department to determine access in accordance with relevant legislation.

Parent/Carer(s) Consent

Student Name: _____

We have read and accepted the privacy statement above.

We agree for the abovementioned student/child to participate in the Disability Inclusion Facilitator Service

Parent/Carer Name: _____

Signature: _____

Parent/Carer Name: _____

Contact Number: _____

Parent/Carer Name: _____

Contact Number: _____

Signature: _____

Parent/Carer(s): Please complete this form and return it to the school as soon as possible

Schools: Please upload completed form to the Disability Inclusion Profile Portal.

THE EDUCATION STATE **VICTORIA** Education and Training

Completing a Vineland-3 assessment

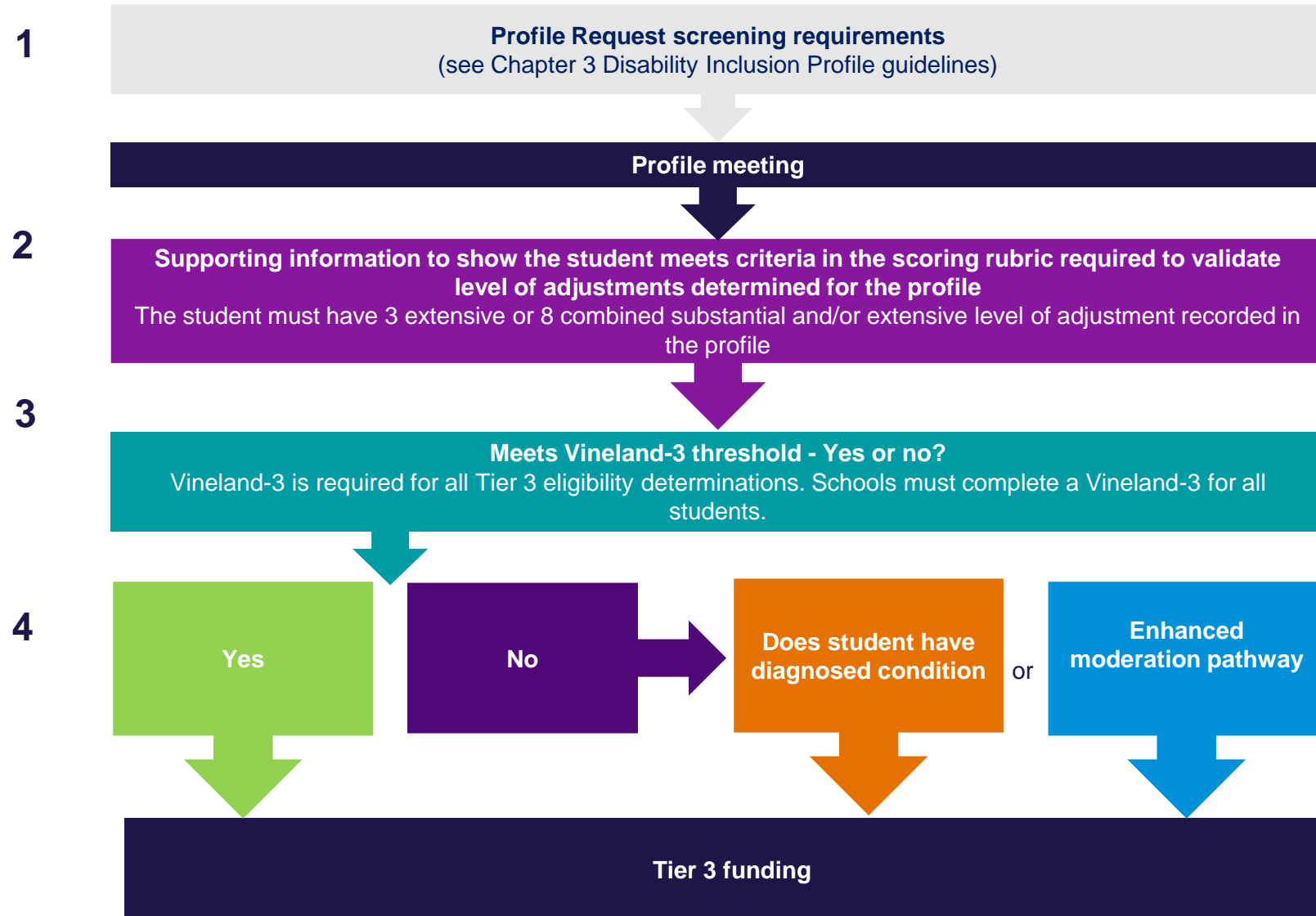
A completed Vineland-3 Teacher Form Comprehensive Version for the student is required as part of the profile request.

The school can either:

- request a Vineland-3 assessment to be completed by Student Support Services (SSS)
- complete a Vineland-3 assessment within the school if the school has a staff member who is registered with [Pearson](#)
- The completed Vineland-3 is scored by the eligible school-based practitioner or the SSS team.
- The professional who scores the form is not required to complete a report
- If a Vineland-3 Teacher Form Comprehensive Version has been completed within the past 12 months **the existing** score can be provided as supporting information at the time of the profile request.



Disability Inclusion - Tier 3 eligibility



Participant Roles in the Disability Inclusion Profile



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.

> **Submit Profile Request**

i Use this form to request a new Disability Inclusion Profile for an individual student. You must be authorised to request a new 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 are requesting a standard (non-practice session) Profile, please proceed to the Student Information section.

I am requesting a Disability Inclusion Profile practice session

Student Information

Surname

First Name

Jamboard

I notice/ I wonder.....

Finalising the Disability Inclusion Profile (DIP)

Notification of Disability Inclusion Profile outcome

Disability Inclusion Facilitator Service will provide the Profile Report to the principal or principal's nominee who attended the profile meeting within 28 days

Schools should provide a copy of the Profile Report to the parent/carer(s)
Note: For families where an interpreter has been involved in the profile meeting, schools must ask the parent/carer(s) whether they want the Profile Report translated

The adjustments being implemented for students must be detailed in their Individual Education Plan, and the Student Support Group regularly monitors both the student's responsiveness to these adjustments and whether these adjustments are being implemented as intended.

Schools should contact the facilitator service if there are any inaccuracies in the report.



Notification



Indicative Tier 3 Funding Allocation

Indicative Tier 3 – Student-level Funding Allocation

The Disability Inclusion Profile is used to determine eligibility for Tier 3 funding. For more information on Tier 3 funding eligibility, visit the [Policy and Advisory Library](#) for schools.

The Disability Inclusion Profile completed for [Student Name] meets the eligibility requirements for the school to receive additional Tier 3 funding.

Indicative Funding Allocation: **\$XX.XXX.XX per annum (FTE)**

This funding will commence from **Term A, 20XX** and will be reflected in the school's budget from **Term B, 20XX**.

This funding will continue until the end of the [DIP end year] school year. A Disability Inclusion Profile can be conducted during [DIP end year] to confirm future funding.

More information about the eligibility requirements for Disability Inclusion Tier 3 – Student-level funding can be found on the [Policy and Advisory Library](#) for schools.

Important Information about the Indicative Tier 3 Funding Allocation

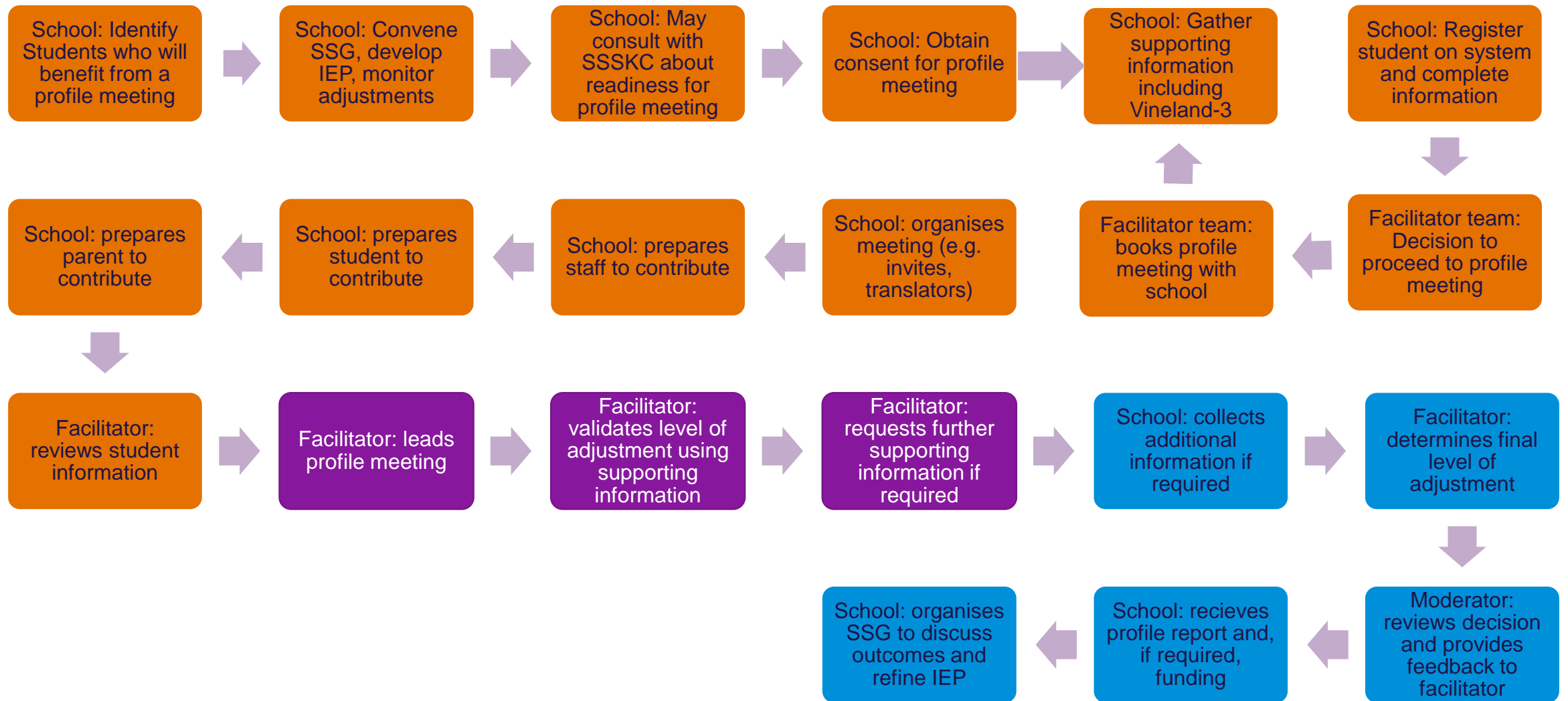
This is an indicative funding allocation only. The exact funding amount will be confirmed ahead of the funding allocation being made to [School name]. This confirmation will be provided to the school in a report at the end of term prior to the first payment. Tier 3 funding attracts annual indexation.

The indicative funding allocation represents the annual funding allocation for a full-time enrolment. Should the student have alternative enrolment arrangements (for example, attends two schools), the final allocation will reflect this. Tier 3 funding is allocated based on up-to-date information captured by schools in the CASES21 system. To enable accurate allocation of Tier 3 funding, please ensure that the information accurately reflects the student's current enrolment status and time fraction.

Timetable for funding allocations

- Disability Inclusion funding support does not have deadlines, annual rounds, or submission dates.
- Funding for students supported by the Program for Students with Disabilities (PSD) will continue for individual students until a profile is completed (Within 3 years from transition to the DIP).
- PSD and DIP funding will appear on separate lines in budgets.
- Schools can request a profile for students at any time if the student meets the request requirements.
- The facilitator service will prioritise students with the highest functional needs for profile meetings

Disability Inclusion Profile meeting end to end process



Reviews, reappraisals and appeals

Reviews

Disability Inclusion does not set timeframes for the frequency of profile meetings for students.

Student	Less than 24 Months	24 Months Up to 5 years
Key Transition Point	✓	
Change in School Setting	✓	
Exceptional circumstances	✓	
Student Stable need		✓
Student Fluctuating need	✓	✓

Reappraisal and Appeals

Contact your Regional Disabilities Coordinator

Appealing the outcome of a profile

Schools can appeal the outcome of a profile meeting on the following grounds:

- Supporting information was not provided in the student's profile
- There were procedural deficiencies in the profile process

To pursue an appeal (one per profile outcome):

- The Principal must substantiate their concern by providing **additional** evidence or
- Outline the grounds in which a procedural deficiency has occurred
- An appeal must be lodged within 15 days of receiving the profile report

Enrolments

For new students entering a Victorian government school

- Schools can request a profile meeting to occur for a student prior to their commencement
- At least 10 weeks of planning and implementation of adjustments have occurred.
- Tier 3 funding will be backdated to the student's enrolment date if the profile process is completed within 2 terms.



Evidence of ongoing support from an inclusion or disability support service

Evidence can come from one or more of the following sources:-

- Written medical advice/ personal care advice from the student's treating medical and/or allied health practitioners
- National Disability Insurance Scheme (NDIS) progress report (existing) and assessments from a therapy/ disability service provider- from the last 24 months
- Goals within a Kindergarten Inclusion Support plan
- A record of involvement/ service from a specialist or disability service provider

Other evidence that will be requested:-

- Equivalent of an IEP or other planning documentation from another setting
- Equivalent of SSG minutes from another setting
- Other documents containing information relating to the student's learning and development



Student/Parent Choice

Students have a right to attend local or specialist government schools (if they meet criteria).

- In Victoria all students with disability are able to attend their local government school.
- A school's refusal to accept a student's enrolment on the basis of their disability may be unlawful discrimination.



Enrolment in Special School

SPECIALIST SCHOOL ENROLMENT VERIFICATION SERVICE
INFORMATION FOR SCHOOLS

+ My Workspace  

Access the Specialist School Disability Category Verification Request Form here

Specialist School Enrolment Verification Service requests must be emailed to ssverification@ahaconsulting.com.au and include:

- a Request Form with signed parent consent
- current documentation or evidence to support the verification request (the [Program for Students with Disabilities - Operational guidelines for schools 2022](#) describes evidence requirements for enrolment criteria that align with PSD disability categories).

Refer to [Enrolment in specialist schools](#) for more information about the Specialist School Enrolment Verification Service.

Disability Inclusion processes and funding outcomes are separate to the special school enrolment.

- Students must meet the enrolment criteria of the particular specialist school in order to enrol.
- Current local arrangements between specialist schools regarding enrolment of students remain in place.
- Students first enrol in a specialist school through meeting the school's enrolment criteria, and then start the profile process.

Recommended Timelines – Year 2 Schools

Prep Profiles

Term 1 & 2 2022	<ul style="list-style-type: none"> Preps enrolled for 2022 	Enrolled preps for 2022 with known high functional needs and evidence of ongoing support from one or more disability support services may undertake a profile Term 2, schools will need to shift planning for current students with PSD to DI processes.
Term 1 & 2 2022	<ul style="list-style-type: none"> Prep students 	Prep students where 10 weeks of adjustments have been implemented and an SSG and an IEP is in place may undertake a profile from Term 2. Final date to receive new PSD applications for current students is 28 February 2022.

Year 7 Profiles (previously PSD 6/7 review)

Term 2 2022 and onwards	<ul style="list-style-type: none"> Year 6 	A profile meeting in grade 6 is not recommended and should be undertaken once the student transfers to the secondary school. The secondary school undertake enhanced transition activities to support the student (convening an SSG). PSD funding will continue until the profile is completed
Term 1-4 2023	<ul style="list-style-type: none"> Year 7 	Students where 10 weeks of adjustments have been implemented and an SSG and an IEP is in place may undertake a profile (schools must complete profile within first year of secondary schooling)

Other Profiles (previously PSD short term funding and transfers)

Term 4 2021	<ul style="list-style-type: none"> Short term Reviews Reappraisals 	Continue with the PSD process
Term 1 2022 onwards	<ul style="list-style-type: none"> Transferring students New students Students with increasing functional need 	Evidence adjustments for DIP from Term 1 2022. Prioritise for DIP based on functional needs

Introductions- SWVR

Regional Implementation Teams (RITs)

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Please take the time to complete the Poll

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