

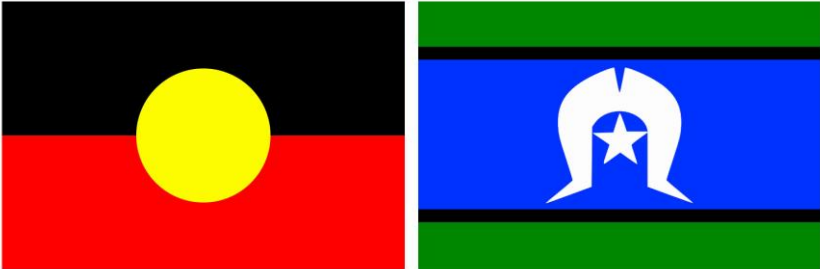
Preparing to transition from PSD to DI



Acknowledgement of Country



[Image by Luke David](#)



Learning Intention for today's session

- Build an understanding of the transition from PSD to DI – managing concurrent systems
- Develop a deeper understanding of the end to end process of the Disability Inclusion Profile
- Develop an understanding of where to access resources to communicate with parents and staff







Program for students with a Disability to Disability Inclusion.

PSD to DI

Future experience – what does success look like?

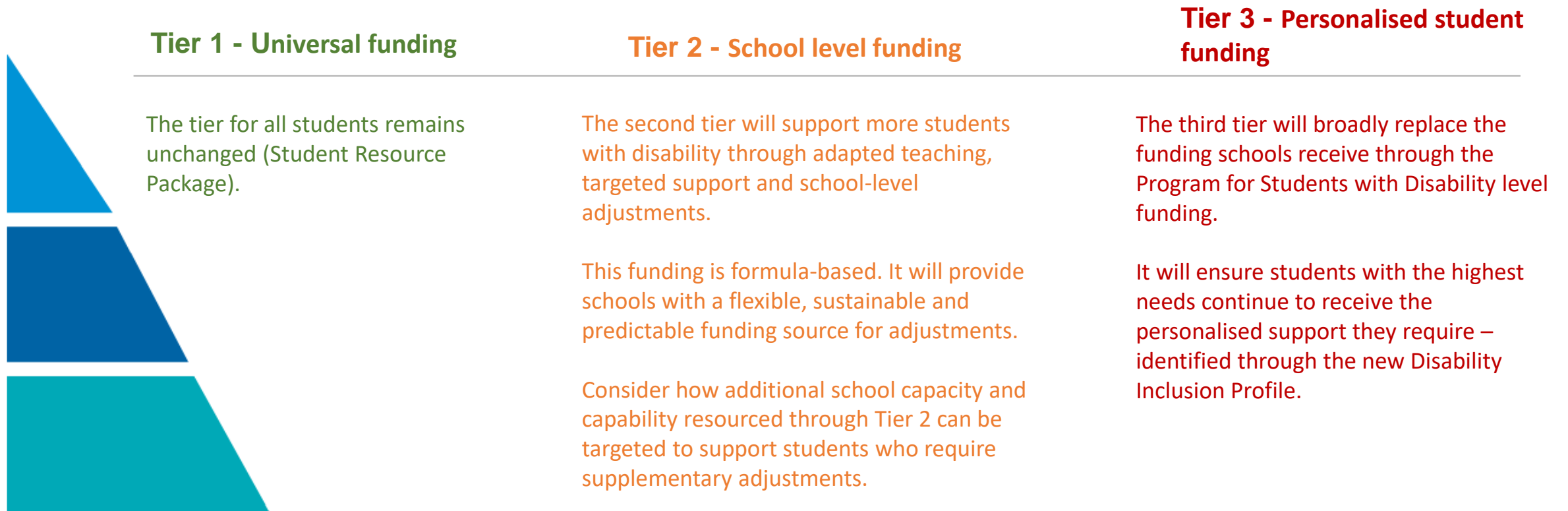
Disability Inclusion aspires to deliver a more inclusive education system where all members of every school community are valued and supported to fully participate, learn, develop and succeed within an inclusive school culture.

	2016 PSD review findings	Future experience with Disability Inclusion
Students 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Profile focuses on a student's goals, strengths and educational needs • Feel welcomed, supported and valued by the school community • Easier access to school-wide resources • Improved achievement, participation and wellbeing outcomes
Parents and carers 	<ul style="list-style-type: none"> • Feel pressured to secure individualised funding • A long and costly process for applications 	<ul style="list-style-type: none"> • Profile is positive and values a child's strengths, aspirations and needs • Feel more confident and satisfied that the school can support their child without needing formal diagnosis • More open communication about their child's learning needs and adjustments
Teachers and support staff 	<ul style="list-style-type: none"> • Varied and often limited capability to address the needs of students with disability 	<ul style="list-style-type: none"> • More knowledge and ability to teach students with disability • Positive conversations with families that gain a deeper understanding of student needs • More informed and skilled to use strategies that respond to student needs
Principals and school leaders 	<ul style="list-style-type: none"> • Under-resourced and not encouraged to implement school-wide interventions and supports for students • Undergo a burdensome process for applications 	<ul style="list-style-type: none"> • More efficient access to resources • More equitable funding allocations for all students with disability, including a greater focus on school-level funding to build school wide capacity in inclusive education • Richer data on the needs and outcomes of students • Better equipped to support students with disability

Disability Inclusion Funding Model

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.



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 points to note about the transition from PSD funding

PSD student-based funding will be gradually replaced by Tier 3 funding, as new school entrants and current students undertake Profiles.

New entrants

Once a school commences rollout, PSD applications will no longer be required for new entrants with a disability. Preps and students transferring from another school (without PSD funding) may undertake a Disability Inclusion Profile.

Current students

Generally, current students supported through the PSD will transition over a three year time frame. Schools can prioritise when students will complete a Profile. For example:

- from 2022, if a student's next review period comes up in the three years of transition, they should undertake a Profile instead of PSD processes
- from 2022, when a student transitions to a secondary school they should undertake a profile once they are in the secondary school
- Current PSD students in year 10 (or age equivalent) can finish their schooling with PSD funding and it is optional to transition to the Profile

Generally, students that attract higher levels of PSD funding will attract higher levels of Tier 3 funding under the new approach. However, as the profile is a new measure and tool, it is anticipated that funding levels can vary for students based on their individual needs and circumstances.

PSD funding will continue for individual students until a Disability Inclusion Profile is completed. An SSG, an IEP and 10 weeks of adjustments are required for a Profile meeting to occur

Managing concurrent systems

Key differences of Disability Inclusion compared to PSD

	The PSD process	The Disability Inclusion process
Eligibility for Tier 3 funding	PSD categories, with diagnostic or impairment based eligibility criteria	High functional needs as demonstrated through the Disability Inclusion Profile; AND severe functional capacity limitation on a standardised assessment of functional capacity OR at least one diagnosis of conditions known to substantially increase a student's functional needs
Assessment of need	Educational Needs Questionnaire (ENQ)	ENQ replaced with Disability Inclusion Profile supported by independent externally employed facilitator
Evidence of need	Evidence of level of impairment, deficits; evidence about 'why' a student is not progressing and the adjustments required to be in place (through the ENQ).	Evidence of 'what' is needed to support the student. This includes evidence that demonstrates the adjustments in place or required to be in place to maximise participation and/or evidence of the student's responsiveness to current adjustments.
Timelines and process	Prep round, annual rounds, 6/7 reviews and out of round applications	New prep entry process, rolling termly deadlines, new profile completed in year 7 for students that have had a previous profile

Adjustments- Differentiated

Adjustment	Definition
Differentiated	<ul style="list-style-type: none">• The student is enabled to participate on the same basis as students without a disability. Teachers are conscious of the need for explicit adjustments.• Active monitoring• Adjustments are made infrequently as occasional action, or frequently as low level action.
<ul style="list-style-type: none">• Personalised learning that does not draw on additional resources, responding to students learning differences.• Management of asthma• Building modifications• Pencil grips• Access to fidget toys• Adaptive equipment• SWPBS / Respectful Relationships	

Adjustments- Supplementary

Adjustment	Definition
Supplementary	<ul style="list-style-type: none">• Adjustments occur for particular activities at specific times throughout the week.• These are required when there is an assessed need to complement the strategies and resources already available.

Modified instruction –tasks broken up into manageable chunks.

Extra time to complete tasks

Additional support

Course materials in accessible forms

Intermittent specialist teacher support

Social Stories

Visual cues

Adjustments- Substantial

Adjustment	Definition
Substantial	<ul style="list-style-type: none">• 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.
<p>Frequent 1:1 teacher instruction Adapted assessment tasks with significantly adjusted content Assistive technology for writing Multimodal presentation of learning tasks Frequent assistant with mobility Close playground support Visual Schedules - step by step instruction Specialist advice on a regular basis</p>	

Adjustments - Extensive

Adjustment	Definition
Extensive	<ul style="list-style-type: none">• Extensive targeted adjustments and sustained levels of intensive support at all times.• Highly individualised, comprehensive and ongoing.
<p>Intensive 1:1 support Highly individualised instruction Use of AAC Constant vigilant support Full assistance to eat and drink Full toileting assistance Records of extensive specialist support and recommendations</p>	

[Professional learning \(nccd.edu.au\)](http://nccd.edu.au)

Impact of Disability Inclusion on existing processes

Activity		Comment
Student Support Groups	Continuing	Schools continue to hold regular SSGs
NCCD	Continuing	Process continues unchanged with a focus on continuous improvement
Individual Education Plans	Continuing	Process continues unchanged with a focus on continuous improvement
Assessment	Continuing	Assessments will continue to support educational planning and specialist school enrolment processes
Disability Inclusion Profile	New	The profile will be available to a broad cohort of students with disability with higher needs. Facilitator workforce will support the completion of the Profile in an SSG meeting
Funding	New	New funding allocations and rates (Tier 2 and 3) that together provide better policy and funding settings for schools to meet student needs.
Educational Needs Questionnaires	Phasing out	Phased out and replaced with Disability Inclusion Profile

Legend

 Continuing
  New
  Phasing out

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 in the area of 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	

Transitioning from PSD to Disability Inclusion

Transitioning your students from PSD to DI

Consider:

- What evidence do you have to support the DIP?
- Has COVID hampered your ability to accurately record adjustments for students within the school learning environment? eg. prep/grade 1
- Do you have students who will be transitioning to year 7 in another setting, before the 3-year transition period has concluded? If their functional needs have not changed, is it necessary to complete a DIP.
- Do you have students in year 10 who will be completing school before the 3-year transition period has completed?
- Do you have students, currently on the PSD who have short-term (2 years) funding, and will require reviews?



How will you plan to capture which students will transition first?

Which students might benefit from waiting to undergo the DIP?



Disability Inclusion Profile

End to End Process

Disability Inclusion Profile

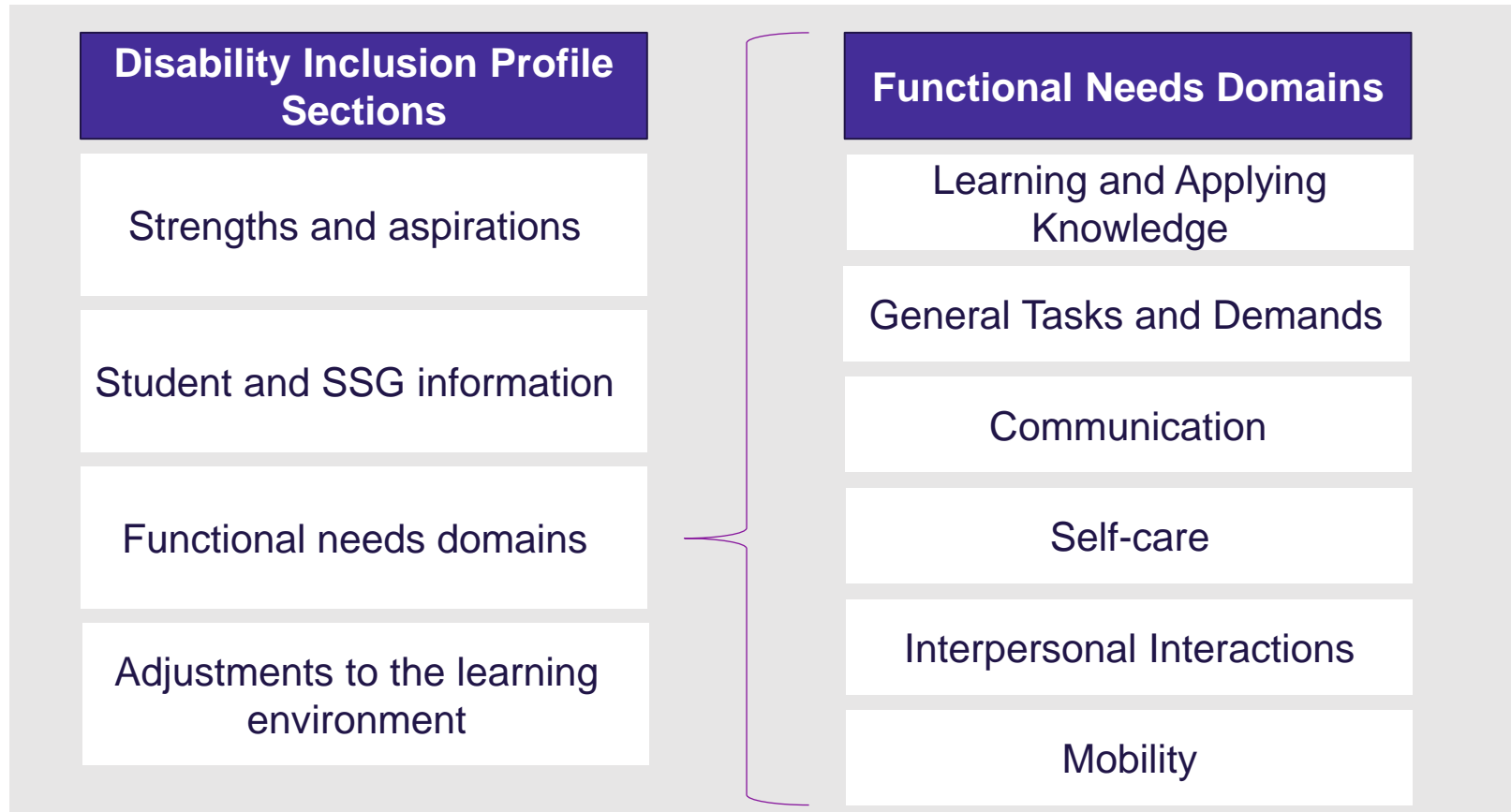
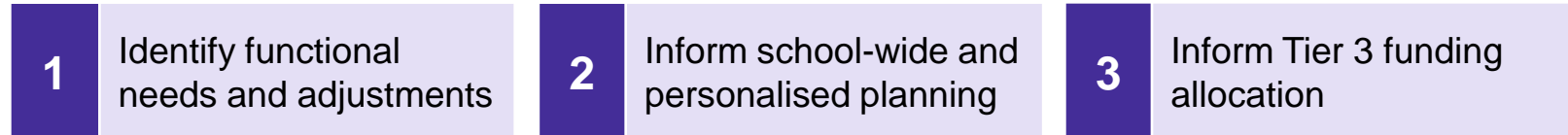
About the Profile

- The Profile applies a strengths and functional needs-based approach to understand the needs of students and the adjustments required.
- It is sensitive to school settings. Completion is supported by observation and understanding of the student's functioning in the school environment.



Purposes of the Profile

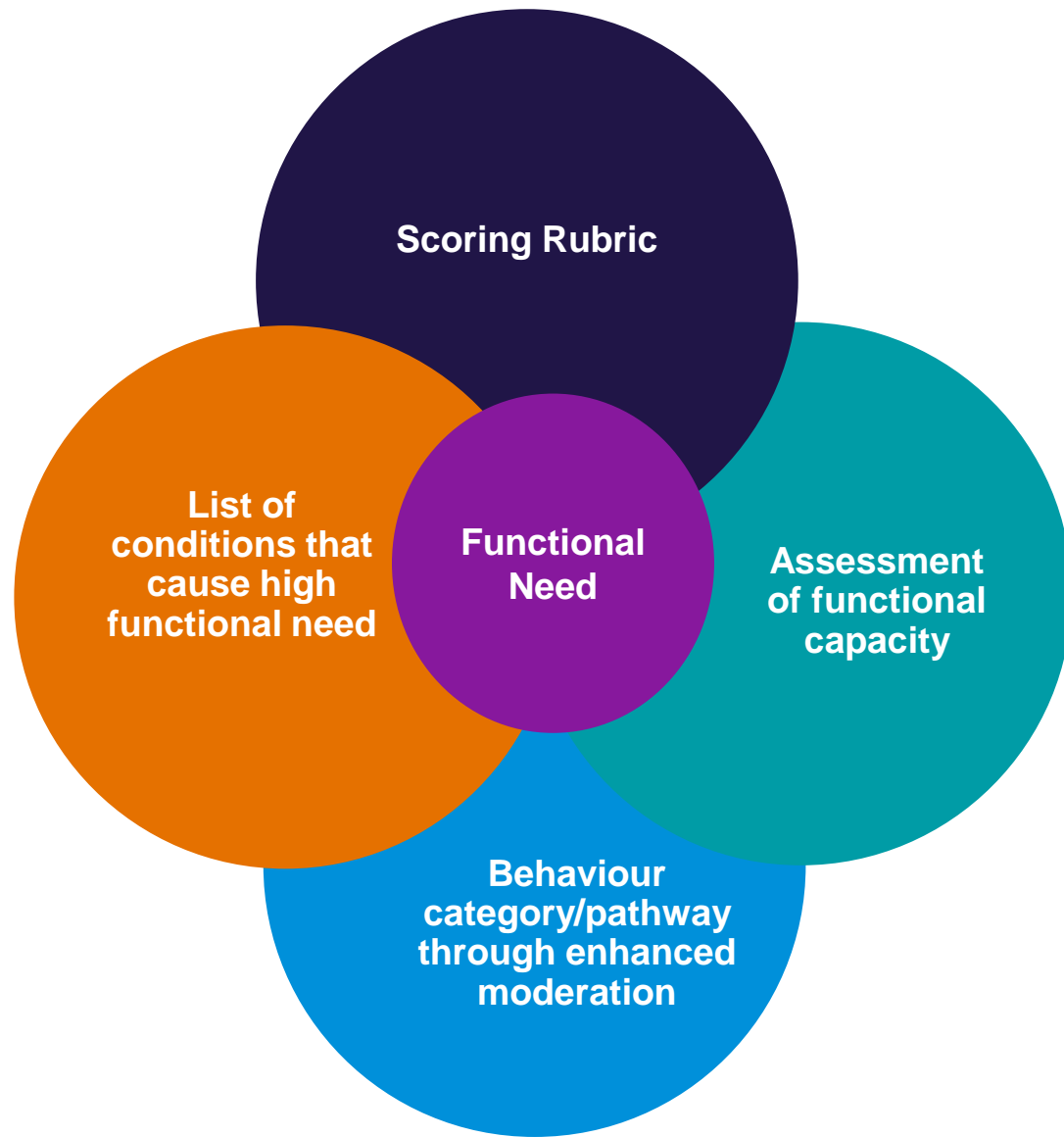
The Profile process is designed to achieve multiple purposes:



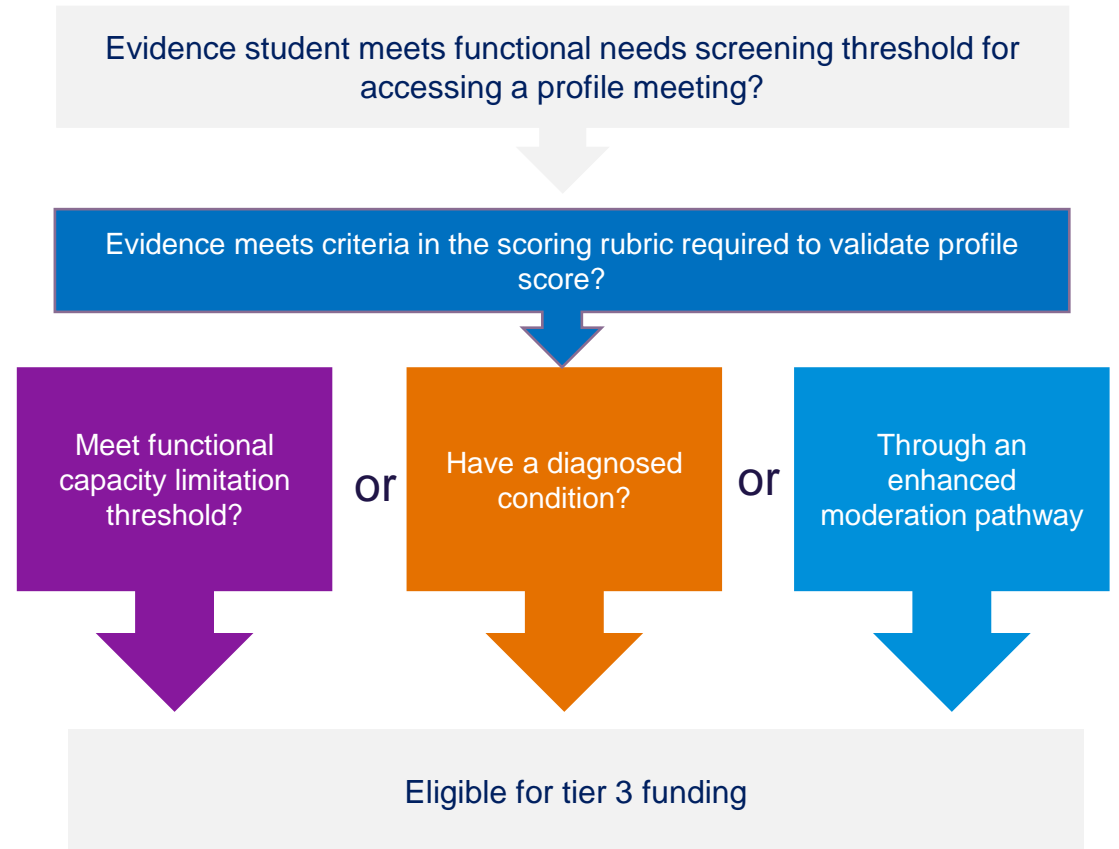
Supporting Information Rubric

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

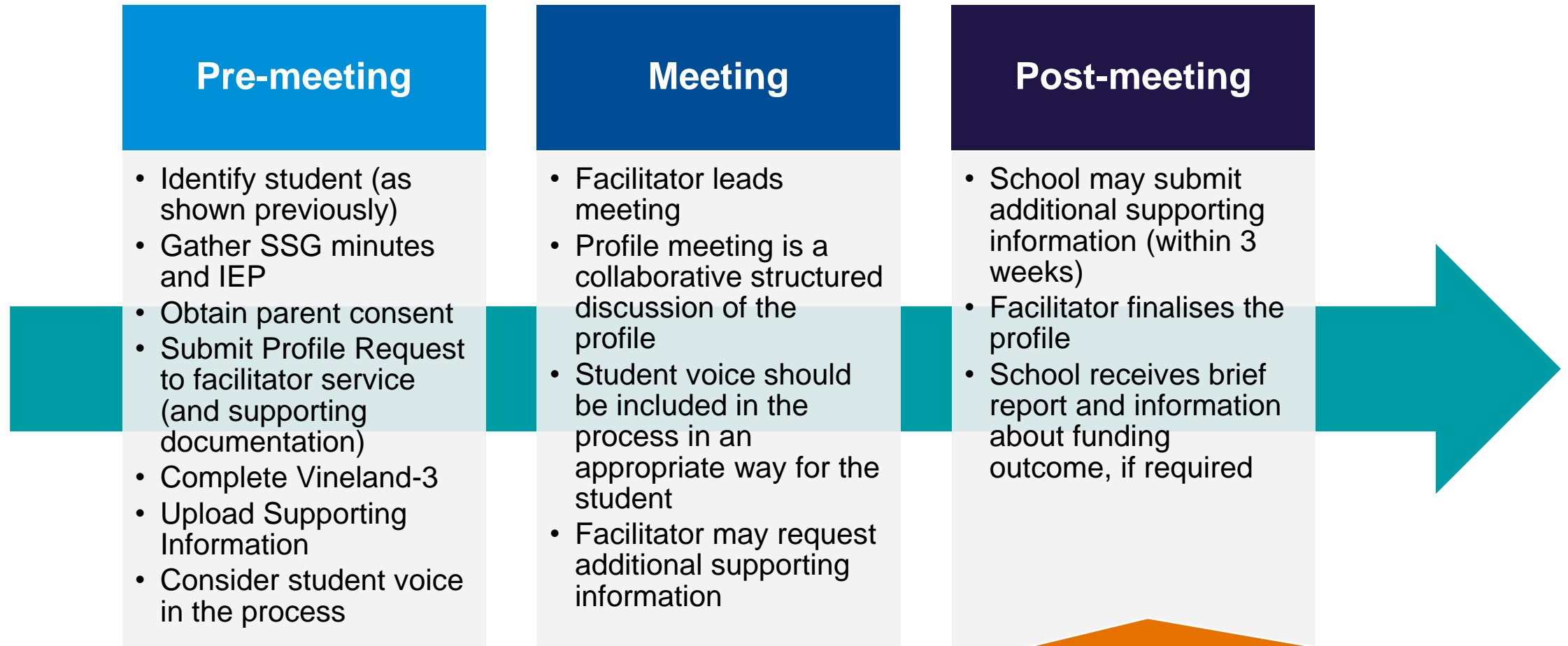
Advice on how to gather the right kinds of supporting information to support the process is available at: [Supporting Information Guidance \(word\)](#)



Students must have increasingly rigorous evidence to pass through three decision points, before they are deemed eligible for tier 3 funding



End to end process



The Disability Inclusion guidelines on PAL will include a detailed outline of the new end to end profile process. This will be available in the coming weeks. Look on the [resources tab](#) once the guidelines have been released.

Ensure that there are formalised processes and regular opportunities for students to share their voice [Amplify](#)

Student Voice



How to identify student in your school who can undertake a Disability Inclusion Profile

- The Disability Inclusion Profile is available where the student:
 - Individual Education Plan (IEP)
 - Student Support Group (SSG)
 - 10 weeks supplementary, substantial or extensive adjustments
- The DIP isn't compulsory for any student.
- A diagnosis of disability is not required
- Schools can use the NCCD



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.



Timelines for undertaking the Disability Inclusion Profile

- Schools can request a profile meeting at any time.
- Schools should consider prioritising profile meetings in Term 1 & 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)

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 a document titled "Disability Inclusion Profile - Consent Form and Privacy Information".

Panel 1 (Left): Contains the title, a brief introduction, and a section titled "What is a Disability Inclusion Profile?". It lists several key points:

- 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) (you), 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.

Panel 2 (Middle): Contains the title, a section titled "Determination of needs", and a section titled "Privacy and how your information will be handled".

Panel 3 (Right): Contains the title, a section titled "Parent/Carer(s) Consent", and a section titled "Use of de-identified information for evaluation and training purposes".

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.



The **Regional Disability Coordinator** (RDC) receives the Profile Report and will be notified of any Tier 3 student-level funding outcome resulting from the profile meeting, so they can support schools with any queries.

The report includes information about the student's:

- current strengths
- aspirations
- functional needs
- adjustments to the learning environment



Quick Summary

- 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

Communication to parents and staff.

Communicating with Staff about Disability Inclusion

- Email/speaking points for staff about starting transition to Disability Inclusion
- FAQ sheet for Staff

<https://edugate.eduweb.vic.gov.au/edrms/website/PAL/disability-inclusion-schools-communications-pack.docx>



Disability Inclusion PL School staff



LearnED Modules - eduPay

My LearnED

Find Learning

Enter Search Keyword Disability Inclusion

Advanced Search

Add Other Learning

Learning Plans



The screenshot shows the 'Disability Inclusion' module introduction page. At the top left is the logo for 'Disability Inclusion Education for All'. At the top right are navigation links for 'TOOLKIT', 'HELP', and 'SAVE & EXIT'. The main heading is 'Disability Inclusion – Understanding Disability Inclusion Introduction'. Below this is a welcome message: 'Welcome to ‘Understanding Disability Inclusion’, a module from the Department of Education and Training (DET).'. The next paragraph states: 'DET’s Disability Inclusion eLearning Suite will introduce you to Disability Inclusion – a new approach for students with disability in Victorian government schools.'. A third paragraph explains: 'The Suite will build on your skills and expertise to ensure a smooth and successful transition to Disability Inclusion as we continue to bring to life our vision to see every Victorian student learn, engage and thrive at school.'. Below the text is a blue button that says 'What is this module about?'. On the right side of the page is an illustration of a woman and two children sitting at a desk. The woman is looking at a tablet, one child is also looking at the tablet, and the other child is writing on a piece of paper. At the bottom of the page are the logos for 'THE EDUCATION STATE' and 'VICTORIA State Government Education and Training'.

Communicating with Parents about Disability Inclusion

On PAL, there are numerous resources that can assist school leaders when communicating to parents about Disability Inclusion.

- Sample newsletter text for schools transitioning to DI
- Information session presentation about Disability Inclusion- RIT team could assist with this
- FAQ sheet for Parents

On this page:

- What Disability Inclusion involves
- When Disability Inclusion will start

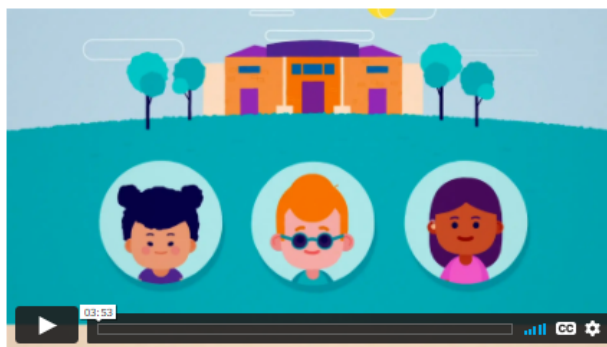
For an easy English version of this information, download [Disability Inclusion \(accessible\) \(PDF, 1MB\)](#).

The Victorian Government is investing nearly \$1.6 billion in Disability Inclusion.

Disability Inclusion is part of the Government's approach to inclusive education. It'll help make sure children and young people with disability are welcomed and engaged so that they can participate and achieve their full potential at school and in life.

What Disability Inclusion involves

Disability Inclusion will provide extra support for children with disability in government schools.



Open all

Arabic - العربية	▼
Chin-Hakka Chin	▼
Chollo	▼
Dari - دری	▼

Department of Education and Training

Education information for parents home

- Child care ▼
- Kindergarten ▼
- School ▼
- Disability and Inclusive education** ▲
- Disability and Inclusive education
- Disability rights and adjustments in school ▼
- Starting, attending and leaving school with disability ▼
- Disability support at school ▼
- Programs for students with disability ▲
- Programs for students with disability
- The NDIS and schools
- Disability program support groups
- Program for Students with Disabilities (PSD)
- [Disability inclusion: extra support for children with disability](#)
- Physical disability at school ▼
- Learning difficulties ▼
- Intellectual disability at school ▼
- Help for children with additional needs at kindergarten
- Issues and incidents ▼
- TAFE & training ▼
- COVID-19 information for parents
- Services for parents and carers ▼

Contact us

Disability Inclusion

disability.inclusion@education.vic.gov.au

Using Data

Jamboard- Looking at data

What data would you use to help you prioritise students or cohorts of students for a DIP?



Data to consider when thinking about Disability Inclusion

Academic Data

- ❖ Attendance Data
- ❖ Student Attitudes to School Data
- ❖ Parent Opinion Survey
- ❖ Staff Opinion Survey
- ❖ Expulsion Data
- ❖ Pathways Data (Secondary Schools)
- ❖ NCCD
- ❖ IRIS alerts
- ❖ NAPLAN Data
- ❖ PSD
- ❖ Academic Data

Case Study 1 - average size school in SW victoria

ENROLMENT DETAILS

PAN

Enrolments (Feb 2021)	533.0
EAL Enrolments (Aug 2020)	37
Aboriginal Enrolments (Aug 2020)	16.0
International Students	0
PSD Totals (2020)	10.8
Out-of-home care	5
Equity funded level 1	63
Equity funded level 2	75

1. Schools have 3 years to transition PSD to DI

2. Ensure IEP's are up to date for students who are Aboriginal and Torres Strait Islander – are they receiving substantial or extensive adjustments?

3. Are IEP's are up to date for students in OOHC - are they receiving substantial or extensive adjustments?

FISO model



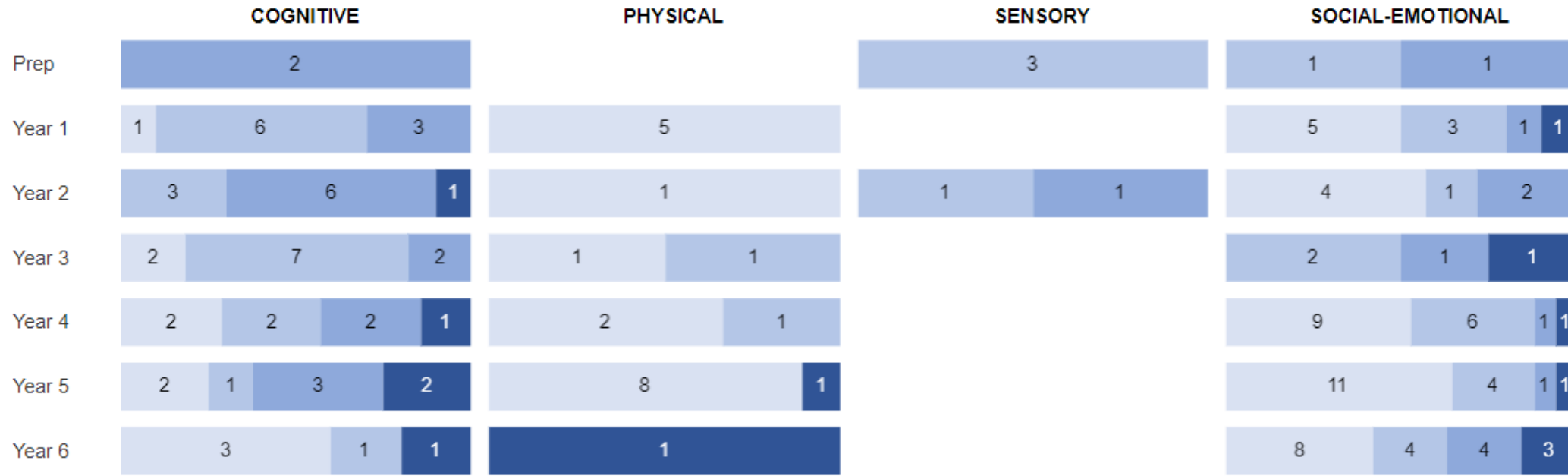
NCCD Data

Enrolments in 2021 

By NCCD - Students with Disability



FISO model



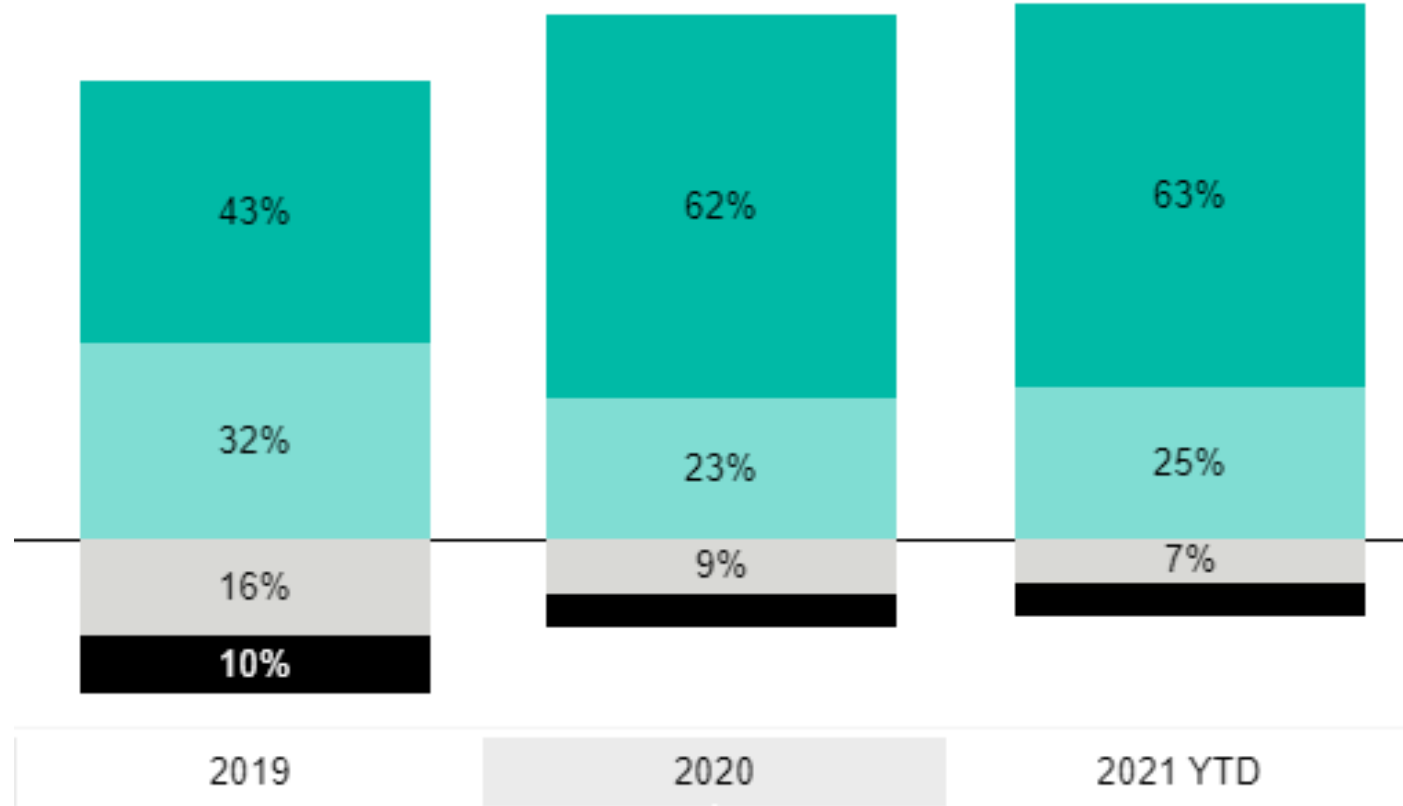
QDTP
 Supplementary
 Substantial
 Extensive

QDTP: Quality Differentiated Teaching Practice

1. **Build capacity in understanding Levels of Adjustments (NCCD)**
2. **Identify students within NCCD framework who require substantial and extensive adjustments.**
3. **Begin process of developing a SSG and IEP for these students and collating evidence of adjustments for future DIP if required.**

Absences Data

- 0.5 - 9.5 Days
- 10 - 19.5 Days
- 20 - 29.5 Days
- 30+ Days



FISO model



Inclusion makes the world more vibrant



Chat Bomb


EXIT TICKET

Name: _____

Question >>>

1 thing I am going to action as a result of this presentation
this week.

Answer >>>

 the art of education

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