

Disability Inclusion



Department
of Education

Key parts of Disability Inclusion

A new tiered funding model

A new funding model is being rolled out with more investment to help us support inclusive practices. The model will allow us to make the adjustments our students need to help with their participation, engagement and learning at school. It provides additional investment that our school can use to support groups of students like those with autism, ADHD and other learning difficulties.

A new Disability Inclusion Profile

The profile will help our school and families identify the strengths, needs and educational adjustments we can make to help students with disability.

The profile will be completed with the support of key people who understand the student's education and support needs. An independent facilitator will help us work through the profile with families.

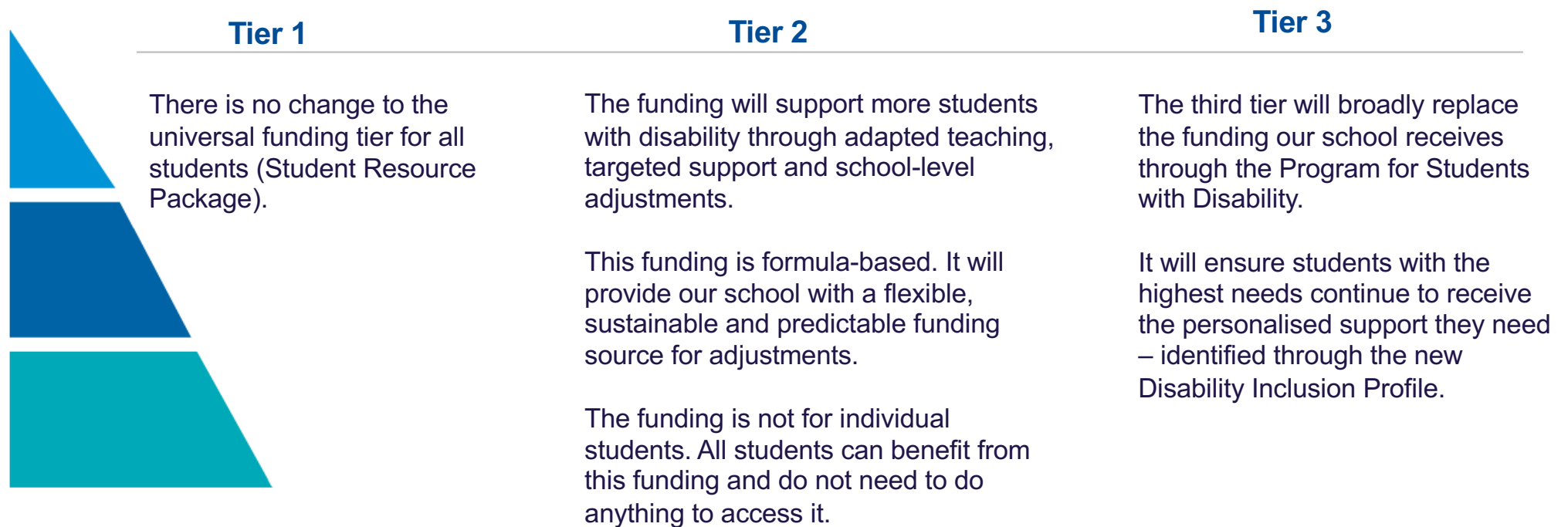
Investment in building skills and knowledge in inclusive education

A range of new activities and supports will build the knowledge and skills of our school's workforce. This means our school staff will have more access to specialist expertise, coaching, professional learning and support.

Our school must make reasonable adjustments to ensure students with disability can access and participate in education on the same basis as students without 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.



The Disability Inclusion Profile

A Disability Inclusion Profile is a written description of a student's strengths and needs that will help us plan what will work best for a student.

It will inform personalised funding allocations and will replace the current Program for Students with Disabilities (PSD).

The profile will also be available to a broader group of students with disability.

Profiles are completed at a Student Support Group meeting with the student and people who know them.

Our school will:

- begin to complete profiles
- ask you to provide consent for your child to have a profile created
- work with you to find a suitable time to complete a profile for your child if it is needed
- gather information for the profile meeting, including any relevant supporting information such as NDIS plans or other assessments
- use the student's profile to help inform personalised funding allocations and adjustments for the student or groups of students
- include agreed adjustments into the student's Individual Education Plan
- identify students who are not currently part of the PSD who may benefit from a profile.

Features

Strength-based focus

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

Greater access

The profile will be available to a broader group of students with disability.

Facilitated and supported

Disability Inclusion facilitators will be trained in the profile and will support schools and families to work together through the new approach.

Shared understanding

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

Student Support Group profile meeting

If needed, you will be invited to take part in a special Student Support Group meeting to create your child's Disability Inclusion Profile.

An independent facilitator will run the meeting and help to complete the profile. The meeting will run for about 90 minutes.

At the meeting

The group will:

- talk about the student's strengths, goals and functional needs (what the student needs to help them participate and learn at school)
- talk about the adjustments the student needs to allow them to participate on an equal basis as their peers
- talk about the level of adjustment that is required for each school-related activity
- share ideas, understand one another's point of view and share responsibility.

After the meeting

- parents and carers and the school will receive a profile report in the weeks following the meeting. They can discuss it at a Student Support Group meeting
- the Student Support Group will decide when the student needs a new profile (this may be when the child is preparing to transition from different school settings or when their needs change)
- the Student Support Group will regularly check on how the student is responding to adjustments and whether they are being implemented as intended.



Our school

We have three years to complete a Disability Inclusion Profile for students who are currently receiving Program for students with Disability (PSD) funding. If your child is part of the PSD, we will work with you to find the most suitable time to complete your child's profile.

If you have concerns about the adjustments being made for your child, you should discuss this with Adele Brice.

Changes at our school

- We will start to use school-level funding to make adjustments that suit student needs, including Teaching and school staff will be better prepared to respond to our student's needs.
- Our school's inclusive culture will further develop so that all students are supported and can succeed in life and in school.

We know that inclusive schools have better outcomes in learning, engagement and wellbeing for all students.

Other Disability Inclusion initiatives underway

Diverse Learners Hub – The hub will improve how schools meet the learning and wellbeing needs and aspirations of diverse learners, with a focus on those with dyslexia, dyscalculia, autism and attention deficit hyperactivity disorder (ADHD)

Inclusion Outreach Coaching Initiative – initiative to support mainstream schools to implement inclusive practices with support and expertise from Inclusion Outreach Coaches through coaching, collaboration, and professional learning

Inclusive Education Professional Learning – this aims to provide professional learning for schools to improve the inclusion of students with diverse learning needs

Master of Inclusive Education and graduate certificate initiative – this will support 600 Victorian government school teachers to undertake professional learning through a Masters of Inclusive Education (MIE) or a Graduate Certificate In Education (Learning Difficulties)

Equipment Boost for Schools – this initiative funds new equipment and assistive technologies to enable students with disability and additional needs to fully participate, learn, develop and succeed in school

Strengthening Inclusive School Communities – the department is creating resources and information for parents to help with understanding Disability Inclusion

More information



Contact Adele Brice to discuss your child's circumstances

Visit:



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Email:

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Questions?