# Disability Inclusion in schools – information for families

Disability Inclusion is the new approach to supporting students with disability in Victorian government schools. Disability Inclusion will help schools better understand and respond to the needs of students with disability through:

* a new funding model with more investment
* a new strengths-based Disability Inclusion Profile for students with disability, supported by a new facilitator workforce
* more training and coaching for teachers and school staff about the best ways to support student learning.

### A new funding model with more investment

The new funding model provides additional investment that schools can use to support your child.

This additional investment will provide more support for all students with disability. Schools can use this funding for a range of activities including equipment, training and professional development, getting expert advice, and hiring teachers or other staff to help plan and deliver supports for students.

### The Disability Inclusion Profile

The Disability Inclusion Profile will help your child’s school find out more about their strengths and needs. It will inform personalised funding allocations for some students with high needs, help schools plan student learning and any changes a student may need to learn better.

Families may be asked to attend a meeting to complete a Disability Inclusion Profile for their child, most likely once their child is in their first year of school.

People who know your child will be involved in the meeting, along with an independent, trained facilitator who will help the school and families complete the profile. If the child is in out-of-home care, their legal guardian will have to give consent for the profile and should attend the meeting.

A profile is best completed once a child has started school. Your child’s school will work with you to find the most suitable time to complete your child’s profile.

### More training and coaching for teachers and school staff

Disability Inclusion will help give more teachers and support school staff a better understanding of disability and how to meet the needs of your child. This could include access to:

* more professionals in schools who are experts in disability
* coaching
* professional learning
* evidence-based guidance and resources
* scholarships.

### Rollout schedule

Disability Inclusion is being implemented in a staged rollout over five years. The Program for Students with Disabilities will continue in areas that have not yet transitioned to Disability Inclusion.

**Year 1 areas – began Disability Inclusion in 2021**

* Bayside Peninsula - Frankston, Bayside, Glen Eira, Kingston, Mornington Peninsula, Port Phillip, Stonnington,
* Barwon - Colac Otway, Greater Geelong, Queenscliffe, Surf Coast,
* Loddon Campaspe – Campaspe, Central Goldfields, Greater Bendigo, Loddon, Macedon Ranges, Mount Alexander

**Year 2 areas – began Disability Inclusion in 2022**

* Outer Eastern Melbourne – Knox, Maroondah, Yarra Ranges
* Central Highlands – Ararat, Ballarat, Golden Plains, Hepburn, Moorabool, Pyrenees
* Mallee – Buloke, Gannawarra, Mildura, Swan Hill

**Year 3 areas – transition to Disability Inclusion commences in 2023**

* Inner Gippsland – Bass Coast, Baw Baw, Latrobe, South Gippsland
* Ovens Murray – Alpine, Benalla, Indigo, Mansfield, Towong, Wangaratta, Wodonga
* Western Melbourne – Hobsons Bay, Maribrynong, Melbourne, Moonee Valley, Wyndham

It will also be available at Victoria’s [Supported Inclusion Schools](https://www.schoolbuildings.vic.gov.au/blog/Pages/Supported-Inclusion-Schools.aspx).

### More information

Visit [Disability Inclusion](https://www.vic.gov.au/disability-inclusion-extra-support-children-disability) to find out more or speak to the principal of your child’s future school.

If you need translation or interpreting assistance, please also contact the principal at your child’s future school.

## Questions and Answers

### What is a Disability Inclusion Profile?

The Disability Inclusion Profile is a written description of a student’s strengths and needs. The profile will be completed at a Student Support Group meeting with people who know the student.

The profile will help determine personalised support and help schools plan for students and make any changes that may help them learn. The Disability Inclusion Profile process will replace the Educational Needs Questionnaire that is a part of the current Program for Students with Disabilities.

Schools will ask parents/carer(s)/legal guardian to provide consent for a profile to be completed for their child.

It is anticipated that a student with disability will complete 2-4 profiles across their school career.

### My child has a disability and will commence school in 2022 or 2023. When will they complete a profile?

If your child is starting school in an area that has already begun transitioning, or will start transitioning, to Disability Inclusion in the year they start Prep, they may be asked to complete a Disability Inclusion Profile. The Disability Inclusion Profile is best completed after the student has been in the school setting for at least 10 weeks.

This gives schools time to understand the student’s needs and implement adjustments to meet these needs. This could mean that a profile is completed for your child in their first year of school. For some students with very high needs, it may be appropriate to undertake a profile before they commence at school. Your child’s future school will work with you if this is appropriate.

### How will my child be supported before the Profile is completed?

Early childhood teachers will work with you and your preferred school throughout your child’s final kinder year to plan for the transition to school. Talk to your child’s early childhood teacher and their future school about arranging a Student Support Group meeting in Term 4 as part of the transition from kinder to school. Your child’s needs will be discussed, as well as adjustments to make learning accessible on the same basis as their peers.

### What is a Disability Inclusion Profile meeting?

A dedicated Student Support Group meeting will be held to complete the Disability Inclusion Profile. Student Support Groups help students with disability to get the right support at school.

The Disability Inclusion Profile meeting will run for around 90 minutes. It brings together the people who know most about your child and their learning. If the child is in out-of-home care, the legal guardian should attend along with the carer (and, if applicable, the case worker from a Community Service Organisation/Aboriginal Controlled Community Organisation).

The Department of Education and Training has engaged independent, trained facilitators to help our schools, students and the families of our students complete the profile during a meeting.

At the meeting, you will be asked to talk about your child’s strengths, goals and any supports that may allow them to learn on the same basis as other students.

Everyone is encouraged to share ideas in the meeting and agree the student’s goals, needs and types of adjustments required for their learning.

Documentation from your child’s early childhood setting, such as their Transition Learning and Development Statement, will be valuable for the profile discussion.

Following the profile meeting, the Student Support Group will continue to meet regularly to monitor your child’s progress against their goals.

### What is the parent/carer’s role in the meeting?

At the meeting, you will be responsible for:

* sharing information about your child’s goals, learning, participation, social engagement and experiences at home that are relevant to the way they learn
* sharing information about what has helped your child learn in the past
* supporting your child or providing your child’s voice if they do not attend the meeting.

Parents/carers are also responsible for nominating a support person or advocate, if required.