# Disability Inclusion

# Factsheet for Secondary Schools

Disability Inclusion invests almost $1.6 billion to ensure every student at every ability thrives at school and in life. Disability Inclusion is rolling out to Victoria's government schools between 2021 – 2025.

[**Disability Inclusion**](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/disability-inclusion.aspx) **is delivering:**

* a new funding model for students with disability with two new funding allocations (Tier 2 school-level funding and Tier 3 student-level funding)
* a new Disability Inclusion Profile (profile)
* initiatives to strengthen skills and knowledge in inclusive education and additional regional disability support roles and dedicated implementation teams.

### What is a Disability Inclusion Profile?

The profile is a strengths-based process led by an independent facilitator to help schools and families identify the student's goals, strengths, needs and the adjustments schools can make to enable a student’s learning, participation and engagement at school.

The profile is completed in a specially convened Student Support Group (SSG) meeting and will help with planning for adjustments and determining levels of Tier 3 funding where appropriate.

**Which students should complete a profile?**

Disability Inclusion will progressively replace the Program for Students with Disabilities (PSD) for calculating individual student funding **but is available to a broader group of students with disability.**

The profile is available to students who:

* have an individual education plan (IEP) reviewed in the past three months
* have an SSG that meets regularly and
* have received supplementary, substantial or extensive adjustments to enable participation in learning due to disability for a period of at least 10 weeks prior to a profile meeting or 10 weeks cumulatively over the past 12 months.

It is recommended that the profile be completed after at least 10 weeks of implementation of adjustments have occurred in the setting.

Schools can request a profile meeting for new students entering the government school system prior to their commencement if the student is receiving ongoing support from an [inclusion or disability support service](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/guidance/identifying-students-undertake-disability-inclusion#evidence-of-ongoing-support-from-an-inclusion-or-disability-support-service).

**Schools have three years to complete a profile for students supported through the PSD.**

Regional Implementation Teams can support schools transitioning to Disability Inclusion:

[NEVR.disability.inclusion@education.vic.gov.au](mailto:NEVR.disability.inclusion@education.vic.gov.au) [SWVR.disability.inclusion@education.vic.gov.au](mailto:SWVR.disability.inclusion@education.vic.gov.au)

[SEVR.disability.inclusion@education.vic.gov.au](mailto:SEVR.disability.inclusion@education.vic.gov.au) [NWVR.disability.inclusion@education.vic.gov.au](mailto:NWVR.disability.inclusion@education.vic.gov.au)

**The Disability Inclusion Profile process – advice for secondary schools**

The table below provides secondary school-specific advice for key steps within the profile process.

Schools should also familiarise themselves with the Disability Inclusion Profile [guidance](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/guidance) on the Policy and Advisory Library, which provides comprehensive advice on the process.

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| **Before the meeting** | Advice on students transitioning from Primary School | Where both the primary and secondary school have transitioned to Disability Inclusion students transitioning from primary to secondary do not complete Year 6/7 reviews.   * For students with PSD funding expiring at the end of Year 6, funding automatically transitions for a year to the secondary school. A profile should be completed in the first half of Year 7. * For students who completed a profile in primary school, Disability Inclusion funding transitions with the student to the secondary setting. The secondary school should complete a profile at the student’s funding review date.   For students moving from non-Disability Inclusion areas, consult your [Regional Implementation Team](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/policy) for further information. |
| Requesting a Disability Inclusion Profile meeting | The SSG agrees that the student should complete a profile and the school requests a profile meeting by contacting the [Disability Inclusion Facilitator Service](https://www.difs.com.au/).  The facilitator service works with the school to schedule the profile meeting. |
| Who should attend a profile meeting? | * The student where possible * Parent/carer(s) and/or Department of Families, Fairness and Housing (DFFH) case worker; the teacher/s who have the best knowledge of the student; * School principal or principal’s nominee (must be a member of the leadership team) * The teacher with the most interaction and knowledge of the student should attend the profile meeting however, schools may wish to include multiple teachers. |
| Student voice | It is important that the student plays an active role in the profile process and contributes, directly or indirectly to the discussion, either in person (for all or part of the meeting) or via a trusted adult.  Resources, such as the [Inclusive Student Voice Toolkit](https://www.education.vic.gov.au/PAL/disability-inclusion-profile-inclusive-student-voice-toolkit.docx), can be used to support student voice. A social script will also be available to explain the profile process to students in secondary schools. |
| Arranging input from teachers and relevant staff | Before the meeting, the student’s teachers should provide input into the information regarding the student’s goals, strengths, needs and adjustments in their classes.  The [Profile Preparation Tool](https://www.education.vic.gov.au/PAL/DIP-preparation-tool-schools.docx)can help to capture this information. Schools are encouraged to consider input from other relevant staff, including wellbeing, education support and careers/pathways.  Teachers can meet before the meeting to ensure a strong understanding of the student across all the functional needs.  Tier 2 funding can be used for CRT to support teachers’ participation in the profile process, including preparation. |
| Supporting information required for the Disability Inclusion Profile | The information about adjustments, their implementation over time and the student’s responsiveness may be contained in the student’s IEP and SSG minutes and a range of other sources, including the department’s Health, Wellbeing, and Inclusion Workforces and documentation held by parents/carers.  Advice on how to gather the right kinds of supporting information to support the process is available at: [Supporting Information Guidance for Schools (Word)](https://www.education.vic.gov.au/PAL/disability-inclusion-profile-supporting-information-guidance.docx) |
| **During** | [Participating in the Disability Inclusion Profile meeting – roles and responsibilities](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/guidance/participating-disability-inclusion-profile-meeting-roles) | The facilitator will support participants to discuss and agree on the level of adjustment being provided or required for the student to participate in the 31 school-related activities in the Functional Needs section of the profile.  The principal or principal’s nominee is responsible for ensuring all attendees can attend, as well as providing information about the school environment, school wide adjustments; the student’s learning and social engagement and helping ensure the profile meeting is collaborative and constructive. |
| **After the meeting** | [Finalising the Disability Inclusion Profile](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/guidance/finalising-disability-inclusion-profile) | After the meeting, the facilitator may request additional information from the principal before finalising the report.  Quality assurance and moderation processes, which ensure that facilitators are consistently capturing student need across the state may lead to changes to the final profile. |
| [Notification of Disability Inclusion Profile outcome](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/guidance/notification-disability-inclusion-profile-outcome) | The department will provide the Profile Report to the principal or principal’s nominee within 4 school weeks after providing any further information along with a School Resource Notification which outlines the funding outcome. See [Tier 3 student-level funding](https://www2.education.vic.gov.au/pal/disability-inclusion-funding-support/guidance/tier-3-student-level-funding)for funding eligibility criteria and guidance on expenditure.  Information on **Disability Inclusion Transition Funding can be found** here: [Disability Inclusion Profile: Guidance](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/guidance)  Schools should provide a copy of the Profile Report to the parent/carer(s) as soon as possible and support them in understanding the report. |

**What guidance is there to help schools transition to Disability Inclusion?**

* Resources on Policy and Advisory Library: [Funding and support model](https://www2.education.vic.gov.au/pal/disability-inclusion-funding-support/resources) and [Disability Inclusion profile](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/resources)
* [School comms pack–](https://edugate.eduweb.vic.gov.au/edrms/website/PAL/disability-inclusion-schools-communications-pack-secondary.docx) resources, preparing for talking to workforces and community
* Disability Inclusion eLearning modules- all modules available on DoE’s LearnEd (access through eduPay. Search “Disability Inclusion”)
* Practice sessions -optional for school teams to work through a profile process with a Disability Inclusion facilitator. Schools can submit a practice session request at: [https://www.difs.com.au](https://www.difs.com.au/)