# Disability Inclusion Profile Meeting - School Preparation Tool

The tool can help schools understand a student’s strengths, aspirations and the adjustments required to enable their participation and learning at school. The information collected can then be discussed at a Disability Inclusion Profile meeting and provided as supporting information before or after the profile meeting.

The profile meeting will run through the Strengths, Interests and Motivations, Aspirations and Student Voice, Functional Needs and Adjustments to the Learning Environment sections of the profile. Schools can also familiarise themselves with the [Disability Inclusion Profile](https://www.education.vic.gov.au/PAL/disability-inclusion-profile.docx) ahead of the meeting.

**How to use this tool?**

* This tool may be particularly helpful for **secondary schools**, where the student has multiple teachers and only one or two teachers are attending the profile meeting, to help the team think about the student’s needs and the adjustments required to meet those needs.
* Schools should complete this tool using strengths-based language, with a focus on the adjustments required to enable the student’s participation at school. A few dot points in each box will help the discussion in the profile meeting.
* All school staff that teach or otherwise support the student (the Team Around the Learner) can input into the completion of this tool in a way that works for the school. For example, schools could ask the student’s teachers and support staff to complete separately and collate ahead of the meeting or meet as a team and discuss. For students with dual enrolments or who have transitioned from another school, involving these schools in the process could be beneficial.
* It is not mandatory for schools to complete this tool ahead of the meeting. Schools may wish to complete only some or all of this document. The Functional Needs and Adjustments to the Learning Environment questions form the majority of the profile meeting.
* This tool should not replace existing processes for planning and sharing information about the needs and adjustments required for students with disability.

**Strengths, Interests and Motivations and Aspirations and Student Voice**

Before completing this section, you may wish to engage with the [Student Voice Tool](https://www.education.vic.gov.au/PAL/disability-inclusion-profile-student-voice-tool.docx) and [Inclusive Student Voice Toolkit](https://www.education.vic.gov.au/PAL/disability-inclusion-profile-inclusive-student-voice-toolkit.docx). A [Parent/Carer Voice Tool](https://www.education.vic.gov.au/PAL/disability-inclusion-profile-parent-voice-tool.docx) is also available for parents to complete.

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| The student can… *Record all the things the student enjoys doing or can do. (…swim, …write good history essays, …ride a bike)* |
| The student is…*Record everything that describes the student as a person. (…a happy person, …organised, …a chatterbox)* |
| The student has… *Record anything the student is proud of doing or having. (…good friends,…good grades…)* |
| The student will…*Record your goals and aspirations for the student, what you hope they will achieve. (…make new friends, take the train on their own, …finish VCAL)* |

**Functional Needs and Adjustments to the Learning Environment**

The following section requires the SSG to consider the level of adjustments a student requires to enable them to participate in a variety of school related activities on the same basis as their peers. The Functional Needs domains are: Learning and Applying Knowledge, General Tasks and Demands, Communication, Self-care, Interpersonal Interactions and Mobility.

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| Learning and Applying Knowledge – What do you do in the classroom or at the school level to enable the student to learn? *Record what helps the student listen in school, watch things, read, write, do maths, keep focused and solve problems (in relation to your involvement with the student)* |
| Learning and Applying Knowledge – What additional adjustments or supports could be put in place to enable the student to learn and use their learning?*Record what else you think might help the student listen in school, watch things, read, write, do maths, keep focused and solve problems* |
| General Tasks and Demands – What do you do in the classroom or at the school level to enable the student complete tasks?*Record what helps the student complete their daily routines, do things independently and keep calm* |
| General Tasks and Demands – What additional adjustments or supports could be put in place to enable the student to complete tasks?*Record what else you think might help the student complete their daily routines, do things independently and keep calm* |
| Communication – What helps the student communicate?*Record what helps the student talk or communicate to other people and understand them* |
| Communication – What additional adjustments or supports could be put in place to enable the student to communicate?*Record what else you think might help the student talk to other people and understand them* |
| Self-care – What helps the student take care of themself?*Record what helps the student eat and drink, wash and dress, use the toilet, look after their health, look after their safety* |
| Self-care – What additional adjustments or supports could be put in place to enable the student to take care of themself?*Record what else you think might help the student eat and drink, wash and dress, use the toilet, look after their health, look after their safety* |
| Interpersonal Relationships – What helps the student get on with other people?*Record what helps the student understand how other people feel, regulate their behaviour, make friends, work with other people, be respectful*  |
| Interpersonal Relationships – What additional adjustments or supports could be put in place to enable the student to get on with other people?*Record what else you think might help the student understand how other people feel, make friends, work with other people, be respectful* |
| Mobility – What helps the student move around and use their hands?*Record what helps the student move from place to place, lift things, use things like pens, scissors and forks* |
| Mobility – What additional adjustments or supports could be put in place to enable the student to move around and use their hands?*Record what else you think might help the student move from place to place, lift things, use things like pens, scissors and forks* |