# Disability Inclusion Profile Parent Voice Tool

This template will form part of a suite of resources to support student voice, agency and leadership in the Disability Inclusion process.

* The following template has been developed to help parent/carer(s) discuss their child’s their strengths, aspirations and needs before the Disability Inclusion profile meetings. The information collected through this process can then be presented in the meeting.
* Students can express their views through photos, video and audio recordings, drawings and other methods.
* It is not mandatory for parent/carer(s) to complete this tool.
* This template can be completed by parent/carer(s) or, if necessary, schools should support parent/carer(s) completing this template.
* Schools should help families understand the Disability Inclusion profile meeting and process. Explaining the Disability Inclusion profile process to parent/carer(s) could include these statements;
* Your school will work with you and your child to create a Disability Inclusion profile. The profile is a written description of your child’s strengths and needs at school. It'll help the school give your child the support they need.
* A facilitator will help your child’s student support group deliver your Disability Inclusion profile. A facilitator is someone who works with groups of people. They encourage everyone to share ideas, understand one another’s point of view and share responsibility.
* To help the student support group understand your child and what helps them, you must participate in your child’s Disability Inclusion profile Meeting.
* The Disability Inclusion profile has 31 education related activities grouped in six domains, these domains are, Learning and Applying Knowledge, General Tasks and Demands, Communication, Self-care, Interpersonal interactions, Mobility. In the Disability Inclusion profile Meeting the student support group will talk about what your child needs to participate in these activities
* This template can help you prepare for the Disability Inclusion profile Meeting. Use as many sections as you feel is helpful.

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| **Your child can…**  |
| Record all the things your child can do. (…swim, …write good history essays, …ride a bike) |
| **Your child is…**  |
| Record everything that describes your child as a person. (…a happy person, …organised, …a chatterbox) |
| **Your child has…**  |
| Record anything your child is proud of doing or having. (…good friends,…good grades…)  |
| **Your child will…** |
| Record your wishes, dreams and the goals for your child, what you hope they will achieve. (…make new friends, take the train on their own, …finish VCAL) |
| **What helps your child learn and use their learning?**  |
| Record what helps your child listen in school, watch things, read, write, do maths, keep focused and solve problems |
| **What extra might the school do to help your child learn and use their learning?** |
| Record what else you think might help your child listen in school, watch things, read, write, do maths, keep focused and solve problems |
| **What helps your child do tasks?** |
| Record what helps your child complete their daily routines, do things independently and keep calm  |
| **What extra might the school do to help your child do tasks?** |
| Record what else you think might help your child complete their daily routines, do things independently and keep calm  |
| **What helps your child communicate?** |
| Record what helps your child talk to other people and understand them |
| **What extra might the school do to help your child communicate?** |
| Record what else you think might help your child talk to other people and understand them |
| **What helps your child take care of themself?** |
| Record what helps your child eat and drink, wash and dress, use the toilet, look after their health, look after their safety |
| **What extra might the school do to help your child take care of themself?** |
| Record what else you think might help your child eat and drink, wash and dress, use the toilet, look after their health, look after their safety |
| **What helps your child get on with other people?** |
| Record what helps your child understand how other people feel, make friends, work with other people, be respectful  |
| **What extra might the school do to help your child get on with other people?** |
| Record what else you think might help your child understand how other people feel, make friends, work with other people, be respectful |
| **What helps your child move around and use their hands?** |
| Record what helps your child move from place to place, lift things, use things like pens, scissors and forks |
| **What extra might the school do to help your child move around and use their hands?** |
| Record what else you think might help your child move from place to place, lift things, use things like pens, scissors and forks |