# Disability Inclusion Profile Student Voice Tool

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

* This template has been developed to support students to communicate their strengths, aspirations and needs before the Disability Inclusion Profile meetings. The information collected through this process can then be presented in the meeting, either by the student, or the student’s parent/carer(s), the teacher or trusted adult.
* This template will form part of a suite of resources to support student voice, agency and leadership in the Disability Inclusion process.
* Students can express their views through photos, video and audio recordings, drawings and other methods.
* Student voice must be captured in the Disability Inclusion Profile process. This template provides one way for this to occur.
* Students can record information about themselves in whatever format they want to use.
* The student’s teacher, parent/carer(s) or other trusted adult can help the student complete this tool. For younger students or students who have communication impairments talk to the student and their family about how to best enable the student to contribute their views.
* Explaining the Disability Inclusion Profile process to a student could include these statements:
* Your school will work with you and your parent/carer(s) to create a Disability Inclusion Profile. The profile is a written description of your strengths and needs at school. It'll help the school give you the support you need.
* A facilitator will help your 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 you and what helps you, you need to have a say. Someone you trust at school will ask you how you want to be part of your Disability Inclusion profile. You can come to all the meeting, part of it, ask someone to speak for you, create something to share at the meeting – it is up to you.
* This template can help you record what you want to share. Use as many sections as you want to.

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| **I can…**  |
| Record all the things you can do. (…swim, …write good history essays, …ride a bike) |
| **I am…**  |
| Record everything that describes you as a person. (…a happy person, …organised, …a chatterbox) |
| **I like…** |
| Record the things, places or activities that you like or enjoy (…playing outside, …favourite food, …favourite place) |
| **I have…**  |
| Record anything you are proud of doing or having. (…good friends,…good grades,…)  |
| **I will…** |
| Record your wishes, dreams and the goals you want to achieve. (…make new friends, take the train on my own, …finish VCAL) |
| **What helps me learn and use my learning?**  |
| Record what helps you listen in school, watch things, read, write, do maths, keep focused and solve problems |
| **What helps me do tasks?** |
| Record what helps you complete your daily routines, do things independently and keep calm  |
| **What helps me communicate?** |
| Record what helps you talk to other people and understand them |
| **What helps me take care of myself?** |
| Record what helps you eat and drink, wash and dress, use the toilet, look after your health, look after your safety |
| **What helps me get on with other people?** |
| Record what helps you understand how other people feel, make friends, work with other people, be respectful  |
| **What helps me move around and use my hands?** |
| Record what helps you move from place to place, lift things, use things like pens, scissors and forks |
| **What extra might the school do to help you?** |
| Record what else you think might help you with any of the things that have just been talked about.  |