# Conducting a Disability Inclusion Profile meeting by video/teleconferencing

The Disability Inclusion Profile (the profile) is intended to be discussed in a face-to-face Student Support Group, led by a Disability Inclusion Facilitator. However, due to COVID-19 restrictions to visitors in schools, and to meet the needs of families, some profile meetings may need to be conducted virtually or a hybrid of in-person and virtually.

Refer to the [Operating guidelines for schools | Coronavirus Victoria](https://www.coronavirus.vic.gov.au/operating-guidelines-for-schools) for current advice.

Facilitators can provide services on-site, consistent with arrangements for essential visits, where telehealth services are not clinically appropriate. As such, profile meetings can proceed in person, when it is possible to follow COVID safe requirements and where the visit is approved by the Principal.

Where face-to-face meetings are not possible, alternative meeting arrangements, such as video/teleconferencing, should be used. All participants should have an understanding of the Department’s information privacy and security requirements, see: [Privacy](http://www.education.vic.gov.au/school/principals/spag/governance/pages/privacy.aspx).

Webex is available to all Victorian government schools and is the Department's preferred platform for video and teleconferencing. Webex should be used for virtual profile meetings.

Refer to the [Disability Inclusion Profile Guidelines](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/policy) on the Policy and Advisory Library for more information about the profile and process.

## Prior to the meeting

To help prepare for a virtual profile meeting, schools should:

* Liaise with the Disability Inclusion Facilitator Service to secure the meeting time.
* Agree on any additional participants for the meeting. If regional staff, such as Student Support Services, Koorie Engagement Support Officers, LOOKOUT staff, Visiting Teachers are invited, they can be requested through the school’s Regional Health and Wellbeing Key Contact.
* Consider accessibility requirements, including interpreters and closed captioning requirements.
* Check that all participants have online access and a suitable device. If required, schools should consider providing a loan device to support families for the duration of the meeting.
* Email participants (including the Facilitator service) providing key information about the meeting, including topic, date, time and meeting protocols, security and privacy expectations, meeting number and password. For some parent/carer(s) additional support may be required to enable their participation.
* Consider conducting a test meeting where possible, to ensure parent/carer(s) have access.
* Agree on how the meeting will continue if the online platform isn’t working, for example, via conference call.
* traiermine how student voice will be incorporated virtually. The student should only be taking part via video/teleconferencing if they are in the presence of their parent/carer(s), or in the presence of a teacher/trusted adult if participating from a different location to their parent/carer(s).

Refer to the [Disability Inclusion Profile Guidelines](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/policy) on the Policy and Advisory Library for more information on preparing for a profile meeting.

## During the meeting

To help participation in a virtual profile meeting, schools should:

* Ensure each school participant has their own camera. School staff should not all be in one room with one camera whilst other participants are offsite.
* Find a quiet location – conduct the meeting where privacy will be maintained, and there will be minimal background noise.
* Turn off messaging applications and other notifications to avoid distraction in the meeting.
* Lock your meeting so no one else can join, once all participants have joined.
* Greet and introduce the facilitator – wait for everyone to be online first. The facilitator will then lead the meeting as per existing processes.
* Ask all participants to mute when they are not talking.
* Turn off video and continue with audio only, if the quality of the video conference is poor.
* Remind participants that for privacy reasons meetings will not be recorded – unless in exceptional circumstances and agreed by all.

## Hybrid meetings (part face-to-face and part virtual)

In some circumstances it will not be possible (e.g., court orders or COVID safety measures) to have all participants face-to-face and it may be appropriate to undertake a hybrid approach where some participants attend in person and some attend remotely.

In these circumstances, consideration needs to be given as to whether it is preferable to defer the meeting to a time where all parties can attend in the one format (in person or remotely).

Where a hybrid approach is preferable, the school and facilitator must make specific reference to when the meeting has begun and when it has concluded and to ensure all participants are included within the discussion.

Refer to the [Disability Inclusion Profile Guidelines](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/policy) on the Policy and Advisory Library for more information on participating in a profile meeting.