Disability Inclusion Profile

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# Disability Inclusion Profile

This document is an indicative example of the Disability Inclusion Profile that will be completed by a Disability Inclusion Facilitator.

The purpose of this example is to give an opportunity to show what information will be collected by the facilitator in the profile meeting.

**The Disability Inclusion Profile helps the Student Support Group (SSG) discuss the student’s strengths, aspirations, functional needs and the adjustments required to enable them to participate in activities on the same basis as their peers**

The Disability Inclusion Profile will collect information about the:

* student’s strengths and aspirations in terms of their educational achievement, engagement and wellbeing
* student’s functional needs, across a range of school related activities
* adjustments required to enable the student to participate on the same basis as their peers.

# Student and Student Support Group Information

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| **Student Information** | |
| Surname:  First name:  Middle name:  CASES ID: ……………………… PSDMS ID: …………..………..….. VSN: ……………………..……  Gender *(please tick)*: Male Female Self-described (please specify) Student prefers not to say  Date of Birth: \_\_\_\_/\_\_\_\_ / \_\_\_\_\_\_  School:  Year/Grade Level (including ungraded):  Does the student identify as:  Aboriginal and or Torres Strait Islander  English as an Additional Language / Culturally and Linguistically Diverse  LGBTIQA+  **Is the student in out-of-home-care?**  Yes No Unsure  **Does the student have a deteriorating medical condition?**  Yes No Unsure | |
| **School Nominated Contact** | |
| Name:  Email:  Contact Number: | |
| **Disability Inclusion Profile Meeting attendees** | |
| Parent(s)/Carer(s):  Email:  Teacher:  Email:  Principal (or representative):  Email:  Facilitator:  Email:  Other attendee(s):  Email: | |
| **Curriculum Delivery (please tick)** | |
| Victorian Curriculum  Victorian Early Years Learning and Development Framework  Victorian Certificate of Education (VCE)  Victorian Certificate of Education Vocational Major (VCE VM)  Victorian Pathways Certificate (VPC)  Other, please specify: (e.g. IB) | |
| **Current Curriculum Achievement Level** | |
| Please provide the most recent Victorian Curriculum teacher judgement level for the student in the following learning areas (Level A – Level 10A): *Note: If student is in Year 11 or 12, please cite year 10 achievement.*  English mode: Writing  English mode: Speaking and Listening  English mode: Reading and Viewing  Mathematics strand: Number and Algebra  Mathematics strand: Measurement and Geometry  Mathematics strand: Statistics and Probability  Personal and social capability strand: Self-Awareness and Management  Personal and social capability strand: Social Awareness and Management ………………….. | |
| **Student’s background and experiences** |
| Please check all boxes relevant to the student and provide additional information as required:  Child Protection involvement Out-of-Home-Care Guardianship arrangements in place  Youth Justice history Socially isolated family Parent(s) with disability or additional needs  History of acute trauma (e.g. traffic accident, bushfires) Disengaged or at risk of being disengaged from school History of developmental/complex trauma (e.g. neglect, abuse)  Previous school expulsions Complex family dynamic (court orders, custody, etc.)  Victim/survivor of family violence Refugee or Asylum Seeker family International Student  Young carer Other (please specify) ……………. |
| **Nationally Consistent Collection of Data – disability category** |
| Which Nationally Consistent Collection of Data (NCCD) disability category has the school selected or intends to select for the student? Please select one.  Physical Cognitive Sensory Socio/Emotional |
| **Nationally Consistent Collection of Data – level of adjustment** |
| Which NCCD level of adjustment has the school selected for the student as part of NCCD collection?  support provided within quality differentiated teaching practice  supplementary adjustments  substantial adjustments  extensive adjustments |
| **What, if any, formal medical diagnoses does the student have?** |
| Schools will be able to select from a list of medical diagnoses as part of the profile request process. |
| **Does the student use any personal assistive supports?** |
| Assistive Technology are devices or systems that help an individual to undertake tasks or increases the ease and safety with which tasks can be undertaken.  Hearing Aid or Implant Wheelchair (powered and manual) Walking stick or frame  Tactile Indicator Communication Device Orthotics and Prosthetics  Glasses Mobility/vision cane Adjustable chair  Medical Supports (e.g. insulin pump, blood sugar monitor, oxygen pump) Catheter  Technological learning aids (e.g. screen reader, c-pen)  Other - please specify:…………………………….. |
| **Is the student currently supported through the PSD?** |
| Yes No |
| **Is the student an NDIS participant?** |
| Yes No Unknown / Prefer not to say |

# Strengths, Interests and Motivations, Aspirations and Student Voice

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| **Strengths, Interests and Motivations** |
| A student’s strengths may be intellectual, physical, visual-spatial, creative and interpersonal. For this consider what the student loves to do, is proud of themselves for and finds interest in. A student’s interests and motivations can be thought of as what they enjoy doing.  Please outline the student’s strengths, interests and motivations below: |
| **Aspirations** |
| Aspirations can relate to a student’s educational achievement, participation, engagement and wellbeing. These aspirations will guide the SSG in goal setting for the student’s Individual Education Plan (IEP).  Please outline below: |
| **Student Voice** |
| Including Student Voice in the Disability Inclusion process is encouraged.  Decisions on how to include student voice should be made on a case-by-case basis, based on the student’s age, preferences, and their speech, language and communication needs. This includes use of diverse mediums (e.g. photos, writing, sound recording), assistive devices or communication partners.  Please record how student voice was incorporated into the Disability Inclusion process and or meeting.  Student participated in the entire meeting  Student participated in part of the meeting (please specify)  Student participated prior to the meeting (please specify)  Student has not participated in the process (please specify)  Other  If the student has provided input into the process prior to the meeting, please include any artefacts that document their contribution.  Student participation in the Disability Inclusion process is voluntary, however, where students do not participate in the meeting, or provide input in any form, this may indicate that the student has unmet communication needs. |

# Functional Needs

The Functional Needs section requires the SSG to consider the level of adjustments a student requires to enable participation 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.

The SSG should think about the level of adjustment a student requires to enable participation in the activity. The [NCCD website](https://www.nccd.edu.au/wider-support-materials/step-2-what-level-adjustment) has examples of the adjustments that may be included at each level.

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| **Level of Adjustment Description** |
| Students are able to access the education program provided to same age peers within the **present environment of supports** offered at the whole school level. |
| The student is enabled to participate on the same basis as students without a disability through **differentiated teaching**. Teachers are conscious of the need for explicit adjustments to teaching and school practice that enable the student to access learning on the same basis as their peers. They are supported through active monitoring and adjustments that are not greater than those used to meet the needs of diverse learners. These adjustments are provided through usual school processes. Adjustments are made infrequently as occasional action, or frequently as low-level action. |
| The student requires **supplementary adjustments** to enable participation in activities on the same basis as their peers, through the provision of some personalised adjustments. Adjustments occur for particular activities at specific times throughout the week. These are required when there is an assessed need to complement the strategies and resources already available (for all students) within the school. |
| The student requires **substantial adjustments** to enable participation in activities on the same basis as their peers, with the provision of essential adjustments and considerable adult assistance. Adjustments to the usual educational program occur at most times on most days. Adjustments are provided to address the specific nature and significant impact of the student’s functional needs. |
| The student requires **extensive adjustments** to enable participation in activities, with the provision of extensive targeted adjustments and sustained levels of intensive support at all times. These adjustments are highly individualised, comprehensive and ongoing. |

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| Learning and Applying Knowledge | | |
| **This relates to the adjustments a student requires to enable the student to participate in applying knowledge including thinking, problem solving and decision-making.** | | |
| **Activity** | **Adjustment Description** | |
| **Watching**  Intentionally using visual information to learn and apply knowledge, such as by visually tracking text in a book, watching a demonstration, comparing objects or figures in texts, recognising places or friends, or identifying games peers are playing, in a manner that is age and developmentally appropriate. | Present Environment of Supports Differentiated Teaching Supplementary Adjustments Substantial Adjustments  Extensive Adjustments |
| **Listening**  Intentionally using auditory information to learn and apply knowledge, e.g. listening to teachers’ instructions, listening to announcements, music, or a story being told. Includes using forms of communication that augment or replace listening comprehension, such as sign language. | Present Environment of Supports Differentiated Teaching Supplementary Adjustments Substantial Adjustments  Extensive Adjustments |
| **Reading**  Developing the ability to read written material with fluency, accuracy and comprehension. This includes recognising characters and alphabets, sounding out written words with correct pronunciation, understanding an increasing vocabulary, and comprehending written language (e.g. books, instructions, newspapers and online texts, texts in Braille). | Present Environment of Supports Differentiated Teaching Supplementary Adjustments Substantial Adjustments  Extensive Adjustments |
| **Writing**  Developing the ability to produce symbols that represent sounds, words or phrases, and producing written text in order to convey meaning. This includes spelling effectively and using correct grammar. | Present Environment of Supports Differentiated Teaching Supplementary Adjustments Substantial Adjustments  Extensive Adjustments |
| **Mathematics (Calculating)**  Developing the ability to manipulate numbers and numerals, and perform mathematical operations, such as using and interpreting signs for addition and subtraction and applying appropriate mathematical operations to a problem and evaluating the result. For older students, this could include performing computations by applying mathematical principles to solve problems that are described in words and producing or displaying the results, such as through the use of graphics calculators. | Present Environment of Supports Differentiated Teaching Supplementary Adjustments Substantial Adjustments  Extensive Adjustments |
| **Focusing and directing attention**  Focusing on specific stimuli, such as by filtering out distracting noises, and intentionally maintaining attention on specific actions or tasks as required. | Present Environment of Supports Differentiated Teaching Supplementary Adjustments Substantial Adjustments  Extensive Adjustments |
| **Solving problems**  Finding solutions to questions or situations by identifying and analysing issues, developing options and solutions, evaluating potential effects of solutions, and executing a chosen solution | Present Environment of Supports Differentiated Teaching Supplementary Adjustments Substantial Adjustments  Extensive Adjustments |

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| General Tasks and Demands | |
| **This relates to the adjustments a student requires to enable the student to participate in carrying out tasks, organising routines and handling stress.** | |
| **Activity** | **Adjustment Description** |
| **Carrying out daily routines**  Carrying out coordinated actions in order to complete the requirements of day-to-day procedures. This could include unpacking and repacking a school bag or ensuring all equipment for class is available. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Undertaking tasks independently**  Independently preparing, initiating and arranging the time and space to carry out simple or complex and coordinated actions related to the mental and physical components of tasks. This may include initiating a task, organising time, space and materials, pacing performance, and carrying out, completing and sustaining a task. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Handling stress and other psychological demands**  Carrying out coordinated actions to manage and control the psychological demands involved in tasks that feature significant responsibilities and stress or distraction. This could include taking exams, putting on clothes when in a hurry or finishing a task within a time limit. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments Extensive Adjustments |
| **Managing one’s own behaviour**  Carrying out coordinated actions in a consistent manner in response to new situations, persons or experiences. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |

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| Communication | |
| **This relates to the adjustments a student requires to enable the student to participate in communicating using language, signs and symbols.** | |
| **Activity** | **Adjustment Description** |
| **Producing non-verbal messages**  Using gestures, symbols or physical demonstrations to augment verbal messages in ways that match the social and cultural norms and are age appropriate, e.g. shaking one’s head to indicate disagreement, or winking to indicate complicity. (This does not refer to non-verbal communication that is used to replace or develop speech but includes students who are selective mutes.) | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Interpreting spoken messages**  Demonstrating comprehension of the literal and implied meanings of messages in spoken language, such as understanding that a statement asserts a perceived fact, that a question requires an answer, or that a joke is funny. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Interpreting non-verbal messages**  Comprehending the literal and implied meanings of messages from communication partners conveyed by gestures, symbols and physical demonstrations or actions, such as understanding that a nod implies agreement. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Using expressive language (including speaking)**  Using words, phrases and producing longer messages with literal and implied meaning, such as stating a fact or telling a story. | 2  Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Conversation**  Starting, sustaining and ending an exchange of thoughts and ideas carried out by means of spoken, written, sign or other forms of language with one or more people in a variety of settings. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |

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| Self-care | |
| **This relates to the adjustments a student requires to enable the student to participate in attending to their personal needs within age-related expectations.** | |
| **Activity** | **Adjustment Description** |
| **Drinking**  Indicating the need for, and taking hold of a drink, bringing it to the mouth and consuming the drink in culturally acceptable ways; pouring liquids for drinking, opening bottles and cans, drinking through a straw or drinking running water from a drink fountain. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Eating**  Recognising and indicating the need for, and carrying out the actions of, eating food by bringing it to the mouth and consuming it in culturally acceptable ways, e.g. peeling, unwrapping, cutting or breaking food into pieces, or using cutlery. Includes consideration of food allergies, choking and eating a balanced diet. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Dressing**  Putting on and taking off clothes and footwear in sequence and in keeping with climatic and social conditions. This includes monitoring their clothing using a mirror and adjusting different pieces of clothing appropriately. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Toileting**  Indicating the need for, planning and carrying out the elimination of human waste (menstruation, urination and defecation), and cleaning oneself afterwards. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Washing oneself**  Washing and drying one’s whole body or body parts using water and appropriate cleaning and drying materials or methods. This includes washing hands and face, and drying them. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Looking after one's health**  Ensuring or indicating that comfort, health and physical and mental well-being needs are met, within age and developmentally appropriate bounds. This includes awareness of the need to maintain a balanced diet, an appropriate level of physical activity, a comfortable temperature, and avoiding harm, as important to one’s health and well-being. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Looking after one's safety**  Evaluating and avoiding risks that can lead to physical injury or harm; for example, by using playground equipment safely and keeping clear of hazards in the playground. Avoiding potentially hazardous situations; for example, through safe use of school equipment or by keeping one’s distance from an argument. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |

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| Interpersonal Interactions | |
| **This relates to the adjustments a student requires to enable the student to participate in carrying out the actions and tasks required for interactions with people in a contextually and socially appropriate manner.** | |
| **Activity** | **Adjustment Description** |
| **Responding to the feelings of others**  Showing and responding to the feelings of others in a socially and age-appropriate manner, with consideration of their school’s expectations. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Forming relationships**  Beginning and maintaining relationships with others for a period of time, in a contextually, socially and age-appropriate manner. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Regulating behaviours within interactions**  Regulating emotions and impulses in interactions with others, in a contextually, socially and age-appropriate manner. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Interacting according to social rules**  Interacting age appropriately and respectfully according to culturally acceptable social rules and conventions that govern, for example, social roles, social status and social responsibilities. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |

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| Mobility | |
| **This relates to the adjustments a student requires to enable the student to participate in moving by changing body position or location.** | |
| **Activity** | **Adjustment Description** |
| **Lifting and carrying objects**  Raising up an object or taking something from one place to another, such as carrying a school bag or moving equipment from one class to another. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Fine motor skills**  Performing the coordinated actions of handling, picking up, manipulating and releasing objects using one’s hand, fingers and thumb, such as turning on taps, manipulating fastenings on clothing, or turning a doorknob. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Moving from place to place**  Moving along a surface, including moving forwards, backwards, or sideways, in order to play, to engage in physical activity and to access the learning environment. Includes movement on foot, step-by-step, or moving from place to place supported by a range of devices, such as ankle-foot orthosis, walking frames, and crutches and wheelchairs. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |
| **Positioning one’s body**  Positioning part or all of the body, to gain access to learning experiences, to play or to meet self-care needs, such as by standing, sitting or reaching. Includes consideration of movement that serves purposes other than going from place to place, such as movement for physical development. | Present Environment of Supports Differentiated Teaching  Supplementary Adjustments  Substantial Adjustments  Extensive Adjustments |

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| Functional Needs Summary |
| Please provide a summary of the student’s Functional Needs across all six Domains.    …………………………………………………………………………..  …………………………………………………………………………………………………………………………… |
| Supporting information |
| Please tick the category or categories of information that have informed the selected Level of Adjustment across all Functional Needs.  The supporting information that can be drawn on is not restricted to reports from professionals or specialists; it may include a variety of informal types of documentation. Please refer to the [Supporting Information Guidance for Schools](https://www.education.vic.gov.au/PAL/DIP-supporting-information-guidance-schools.docx) for more details about the types of supporting information that can be provided.  Note: Multiple types and sources of supporting information can be provided within each category. |
| **Category**  Individual Education Plan  *Description of Supporting Information:*      **Relevant Functional Need(s):**  Learning and Applying Knowledge General Tasks and Demands Communication  Self-care Interpersonal interactions Mobility |
| **Category**  SSG minutes  *Description of Supporting Information:*      **Relevant Functional Need(s):**  Learning and Applying Knowledge General Tasks and Demands Communication  Self-care Interpersonal interactions Mobility |
| **Category**  Record of specialist involvement  *Description of Supporting Information:*      **Relevant Functional Need(s):**  Learning and Applying Knowledge General Tasks and Demands Communication  Self-care Interpersonal interactions Mobility |
| **Category**  School level reports  *Description of Supporting Information:*      **Relevant Functional Need(s):**  Learning and Applying Knowledge General Tasks and Demands Communication  Self-care Interpersonal interactions Mobility |
| **Category**  School level observations  *Description of Supporting Information:*      **Relevant Functional Need(s):**  Learning and Applying Knowledge General Tasks and Demands Communication  Self-care Interpersonal interactions Mobility |
| **Category**  Clinical or professional report  *Description of Supporting Information:*      **Relevant Functional Need(s):**  Learning and Applying Knowledge General Tasks and Demands Communication  Self-care Interpersonal interactions Mobility |
| **Category:**  Other  *Description of Supporting Information:*      **Relevant Functional Need(s):**  Learning and Applying Knowledge General Tasks and Demands Communication  Self-care Interpersonal interactions Mobility |

# Adjustments to the Learning Environment

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| Current Adjustments | |
| This section records the current student specific and school wide adjustments in place to enable the student to participate in activities on the same basis as their peers across the following categories:   1. Planning (e.g. method and support of instruction, planning for the use of assistive technology, allocation of time to plan in teams) 2. Teaching (e.g. pedagogical adjustments, intervention, programs) 3. Assessment and Reporting (e.g. provision of alternative assessment practices and presentation options) 4. Environment (e.g. school wide policies, ramps) 5. Equipment and Resources (e.g. equipment, products, technologies, visiting teacher support, communication materials) 6. Other   When completing this section please indicate the relevant category and sub-category of adjustment followed by a description.  Identify the category of adjustments currently in place to enable the student to participate in activities on the same basis as their peers. Please include adjustments that are specific to this student as well as those that are general to the school environment. | |
| **School-wide** | **Student-specific** |
| Planning    Teaching    Assessment and Reporting    Environment    Equipment and Resources    Other | Planning    Teaching    Assessment and Reporting    Environment    Equipment and Resources    Other |
| Additional Adjustments | |
| This section asks the SSG to consider any additional reasonable adjustments the school could make to enable the student to participate in activities on the same basis as their peers. These adjustments should be considered in line with the functional needs of the student as outlined in the functional Needs section.  Once the additional adjustments have been identified, please record a description of how each adjustment could be implemented in the school environment and who is responsible for its implementation.  Note: the facilitator is not responsible for making recommendations for potential adjustments. The facilitator’s role is to guide the discussion and support the SSG to consider potential adjustments that would enable the student to participate in activities on the same basis as their peers. | |
| **School-wide and Student Specific** | ***Description of how this adjustment could be implemented*** |
| *Planning*      *Teaching*      *Assessment and Reporting*      *Environment*      *Equipment and Resources*      *Other* | *Planning*      *Teaching*      *Assessment and Reporting*      *Environment*      *Equipment and Resources*      *Other* |
| **Agreed SSG Meeting Schedule** | |
| Please record the agreed schedule for SSG Meetings for the student and proposed date for the next meeting:  Every Term  Twice a Term  Other  Please note that SSG Meetings are required to be held at least every term. | |
| **Suggested Subsequent Disability Inclusion Profile** | |
| Please outline the suggested timing for a subsequent Disability Inclusion Profile:  In 2 to 3 years, in [specify year] \_\_\_\_\_\_  In 3 to 5 years, in [specify year] \_\_\_\_\_\_  In 5 to 7 Years, in [specify year] \_\_\_\_\_\_  More than 7 years, in [specify year] \_\_\_\_\_\_  Not required  Please note that for students who require substantial or extensive adjustments and receive Tier 3 – Student Level Disability Inclusion funding, the year identified for the next Disability Inclusion Profile will align to the period of funding.  Please note that for students who do not require substantial or extensive adjustments to enable participation in activities on the same basis as their peers it is advisable to discuss whether a subsequent Disability Inclusion Profile is required, and if so a suggested timing. | |

