



Students with Disability
Voice to Schools

Disability Inclusion Profile

Information Guide

My Name:

My School + Grade:

My Support Team:



This booklet is about...

Teachers or school staff can fill this out first, then students can add to it.

.....
..... 's
Student Name

Disability Inclusion Profile experience.

.....
Staff Name

has helped prepare this booklet.



Contents

- | | | | |
|---|--|----|--|
| 2 | This booklet is about | 8 | Before
How to prepare for a Profile Meeting? |
| 3 | How to use this booklet | | |
| 4 | Who can support you through the Profile steps? | 12 | During
What happens in a Profile Meeting? |
| 6 | What is the Disability Inclusion Profile? | 16 | After
What happens after your Profile Meeting? |

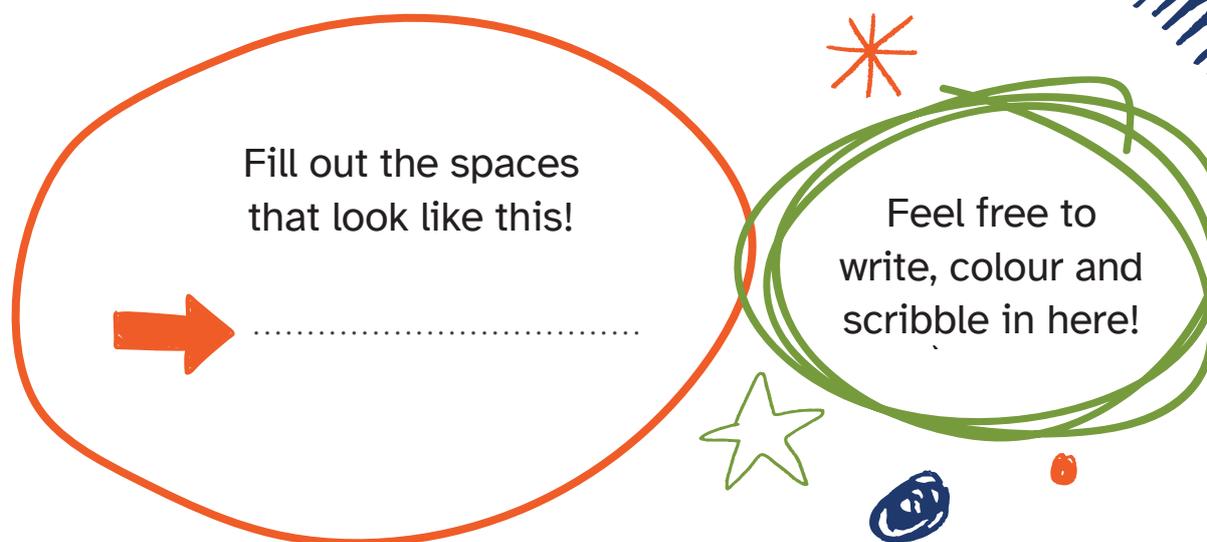
How to use this booklet

Staff

- **Print** this booklet on A4 paper in portrait-orientation
- **Add** the names and roles of people you know will be involved in the student's Profile on page 5.
- **Share** this booklet with the student as soon as they know a Disability Inclusion Profile meeting is going to happen, ideally by both email and in hard copy.
- **Support** the student to use this booklet in a way that works for them. You can ask them about what might help!

Students

- You can use this booklet to **learn** about the Disability Inclusion Profile (Profile) and **prepare** for the Profile meeting.
- You can use this booklet in any way that **helps you**.
- You can read it, write or draw in it or change it to **suit you**.
- You can **ask someone** else to read this booklet and help you to use it.
- You can **share** your booklet with the people who will attend the Profile meeting.



[Back to Contents](#)

Who can support you through the Profile steps?

There are lots of different people who can help you understand and prepare for the Profile meeting.

You get to choose who you want to help you during the Profile steps. Here are some ideas:

Friends

You can talk about the Profile, your strengths and things you need at school with friends you trust. They can listen, support you and offer advice. They might have done one themselves! They might not have all the answers though so you can ask other people as well.

People you trust at school

Someone you trust at school might be a teacher, an aide or education support, a counsellor, a nurse, or a coordinator. These staff members can help you with the Profile process and you can ask them to be part of your Profile meeting.

Family and

community members

Parents, carers, guardians, grandparents, your aunty, uncle, cousins, brothers or sisters, or any other family can help you. It does not only have to be your parents.

Other professionals

You might trust some of the professionals you see, including:

- doctor,
- youth worker,
- social worker,
- NDIS worker,
- occupational therapist,
- counsellor, psychologist and
- any other health, mental health or community workers to help you.

They can also help you with writing letters or reports to share in the Profile meeting.

People helping me prepare for the Profile meeting

<i>Name</i>	<i>Role or relation</i>	<i>Contact details</i>
.....
.....
.....



People that will be at my Profile meeting

<i>Name</i>	<i>Role or relation</i>	<i>Contact details</i>
.....
.....
.....



Anyone else I want involved in my Profile

<i>Name</i>	<i>Role or relation</i>	<i>Contact details</i>
.....
.....
.....



Back to Contents

What is the Disability Inclusion Profile?

The Disability Inclusion Profile is something that can help you get the support you need at school. We will call it the **Profile** for short.

If you are a disabled student and need supports, the school will organise a **Profile meeting** that you can attend. After the meeting, your Profile is completed.

A Profile includes:

- What you are good at.
- What you enjoy doing.
- What helps you learn.

The Profile is used to understand what your school and teachers do or use to support you at school.

This could include things like:

- Someone to help you learn in the classroom.
- Devices to help you communicate.
- Large-font text books to help you learn.
- Tools that help you feel calm in the classroom.
- Something else!

The steps to completing a Profile includes:

1. Preparing for the Profile meeting.
2. Having a Profile meeting.
3. Your school using the Profile to make school more accessible for you.

Being part of the Profile meeting means you get to have a say about what helps you at school.

The next parts of this booklet include more information and activities about these steps.



More information about the Profile



Social script that explains what it is like to be in a Profile meeting.

amaze.org.au/wp-content/uploads/2023/03/Disability-inclusion-profile-at-secondary-secondary-social-script.pdf



An Easy English guide to the questions you will be asked.

education.vic.gov.au/PAL/DIP-easy-english-students.pdf



How the Victorian Government is approaching disability inclusion in schools.

vic.gov.au/disability-inclusion-extra-support-children-disability



More information about the Disability Inclusion Profile.

www2.education.vic.gov.au/pal/disability-inclusion-profile/guidance



How the Profile worked at Surf Coast Secondary College.

youtube.com/watch?v=Z0AvchFXVmI



Lots of tools, resources, documents and guides about the Profile.

www2.education.vic.gov.au/pal/disability-inclusion-profile/resources



[Back to Contents](#)

Before

How to prepare

You can do things before your Profile meeting to help you prepare.

This can include:

- Asking people you trust for help
- Thinking about what you like at school
- Thinking about what you are good at
- Thinking about what helps you learn
- Thinking about what you find helpful at school
- Letting the staff at your school know what you need during the Profile Meeting
- Completing and sharing this booklet with your school staff, your family or other support people.



The following activity includes questions that can help you work out what helps you at school.

You can also use them to figure out what you need during the Profile meeting.



1. When you are in class, what helps you learn or concentrate? Do you like to:

Look and watch people or videos?

Listen and hear people speaking?

Draw or look at pictures?

Read lots of words?

Read only small amounts of words?

Use your hands or body to explore or move?

Working with an aide/ education support in class?

Use fidget toys?

Anything else you like in class?

2. What about when you're in an online video call, like Zoom, Teams or WebX, do you like?

Speaking with your voice?

Having your video on or off?

Other people having their video on or off?

Typing in the chat?

Seeing and using captions (people's speech as text at the bottom of the screen)?

Wearing earphones or headphones?

Anything else you like in an online call?



An Easy English guide
to the questions you
will be asked:

www.education.vic.gov.au/PAL/DIP-easy-english-students.pdf



3. What about when you are in the school yard or not in a class?

Do you like to hang
out with friends?

Do you like to be
on your own?

Do you like to play
games or sport?

- What do you like to do or say?
- Do you like it to be quiet or loud?
- Indoors or outdoors?
- Anything else you like to do out of class?



4. How do you like to communicate?

How would you like to participate during the Profile meeting?

Some examples of ways to express yourself are:

Reading, Writing, Typing:

For example, you could write a blog, letter, email, text messages or journal



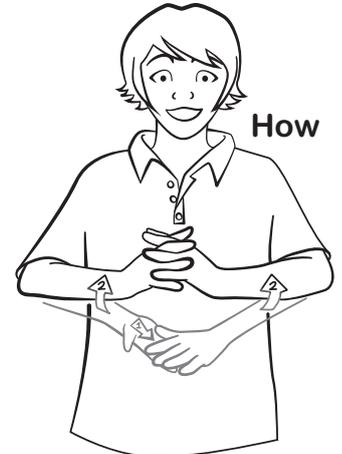
Talking, Speaking, Voice:

For example, you could give a speech, phone call, voice memo or voice recording



Physical, Body, Hands, Face:

For example, you could use Auslan, acting, dancing, facial expressions, or hand movements

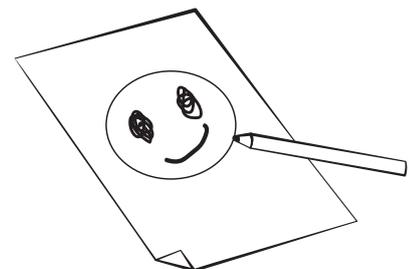


Devices, Aids, Interpreters:

For example, people can communicate for you, you could use your phone or computer's speech-to-text or text-to-speech to say things or write things. You could also use flash cards or apps or choose images

Images, Pictures, Visuals:

For example, you could draw, paint, make a flow chart, comic, record a video, use photographs, gifs, emoji or symbols to help express yourself



Your teacher or other school staff might also use this **Student Voice Toolkit** to help you.



www.education.vic.gov.au/PAL/disability-inclusion-profile-inclusive-student-voice-toolkit.docx

Back to Contents

During

What happens in a Profile meeting

You will be asked some questions in the Profile meeting. You can also talk about what you like to do, what is helpful for you, what is hard for you and what your goals might be. You will also be told when your Profile will be reviewed for you.

A Disability Profile Facilitator, otherwise known as the **Facilitator**, will run the meeting and ask questions.

The Facilitator will:

- Not be someone who works for your school
- Help everyone talk about how you are supported at school

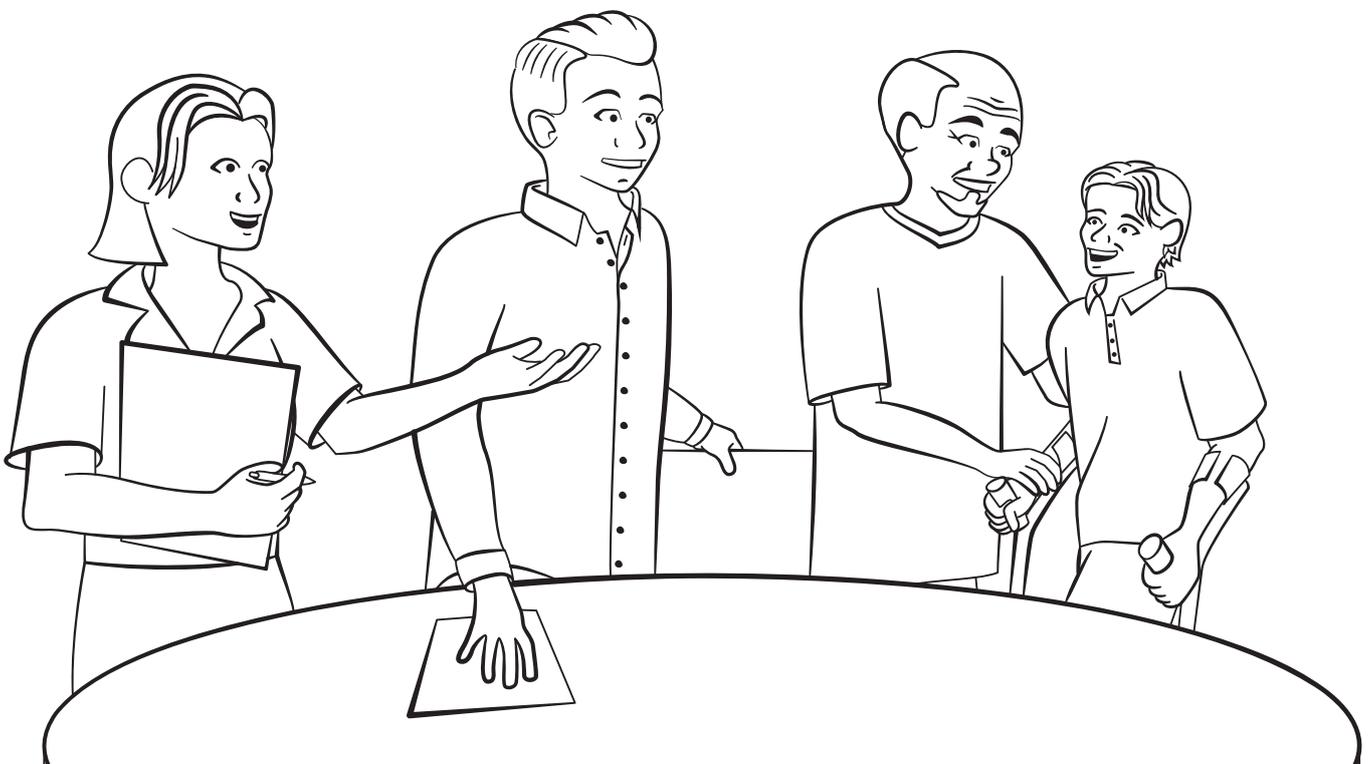
- Write down information from what people share in the meeting
- Use the information from the meeting to make your Profile

There will also be other people in the Profile meeting that will answer or ask questions.

It is usually a mix of school staff and your own supports such as some of your family members or professional supports.

You can talk to the person that gave you this booklet about who will be at your meeting.

You can fill in the names of these people on page 5 if they are not written there yet.



Below are questions you could be asked in the Profile meeting.

You could do a few things with your answers such as:

- Write them down
- Draw or sketch
- Type them onto your phone or computer
- Make a voice recording
- Think about them in your head
- Ask someone else to note them down

You do not have to answer these questions if you don't want to.

Abilities and strengths

- What are some of the things you can do?
- What are you proud of doing?
- What are you good at?



I can write my name, I am a good swimmer, and I write good history essays!

Social script that explains what it is like to be in a Profile meeting.

www.amaze.org.au/wp-content/uploads/2023/03/Disability-inclusion-profile-at-secondary-secondary-social-script.pdf



Goals and hopes

- What would you like to do in the future?
- What's something you'd like to improve at?
- What would you like to do more of?
- What would you like to learn more about?

Likes and interests

- What do you like to do?
- What's your favourite food, game, toy, TV show or subject at school?
- What's fun to do?
- Where is your favourite place?

I want to make new friends, take the train on my own and finish school.



Learning

- What helps you learn?
- What could your school do to help you more?

Who you are

- What describes you as a person? What are you like?
- What do you want your teachers to know about you?

Supports and adjustments

- What helps you do tasks?
- What helps you to move around?
- What helps you do fun things?
- What helps you get along with others?
- What helps you communicate?
- What helps you take care of yourself?

I want to use my Auslan interpreter, hold a fidget to feel calm, and I need teachers to adapt tasks to my preferred format.

[Back to Contents](#)

After

What happens after your Profile meeting

After your Profile meeting, your school and parents or guardian will get a copy of your Profile.

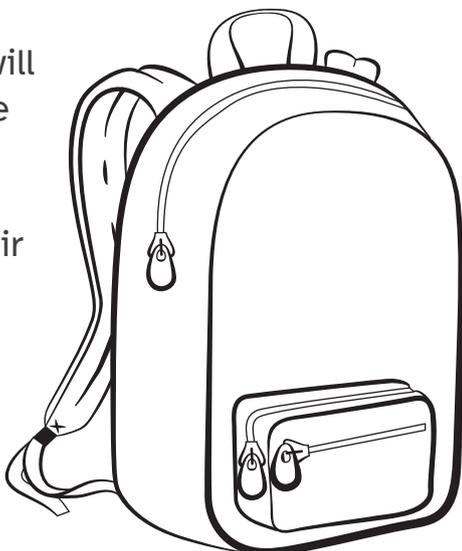
Your Profile will be used to help your school set up or keep using the supports that help you.

For example, your school might get equipment that helps you or you might get more time with a classroom support person.

You can talk to your teachers or with your Student Support Group (SSG) about how these supports and adjustments are going.

If things change in your life that affect your time at school you might have another Profile meeting.

During the meeting, it will also be agreed when a profile will be reviewed for you. Many students will participate in 3 or 4 profiles across their time at school.



Giving feedback

After the meeting you can share how you felt during the Profile process.

You can do this by:

- Circling the number, sentence or image that matches how you feel
- Writing about it
- Drawing something about it

You can give the page, or a photo of it, to someone who went to your Profile meeting. They will get a survey and can share your feedback in it for the Department of Education if you want.

You can also share your own feedback with the Department of Education by emailing disability.inclusion@education.vic.gov.au

You can also make a complaint if something felt wrong with the Profile steps. You can learn more about making a complaint by going to this link: www.vic.gov.au/make-complaint-or-concern-about-your-school



You can also go to the helplines at the end of the booklet if you need other support.

During the Profile process I felt:



Happy



Sad



Stressed



Neutral



Angry

Other:

I felt this because:

I found the Profile process:



Easy



Hard



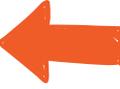
Useful



Confusing

This was because:

What did you like about the Profile process?



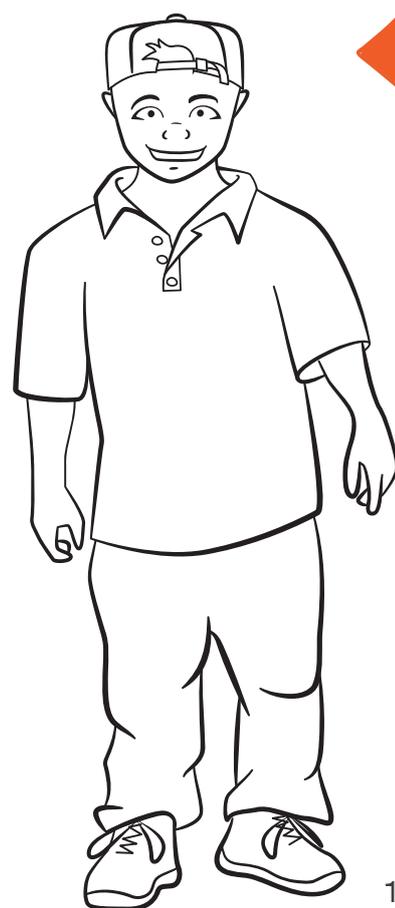
What did you not like about the Profile process?



What would you want changed in the Profile process?



Is there anything you want to share with the people who were at the Profile meeting?



Helplines

A helpline is run by experts in things like mental health, support, culture and caring. You can often contact helplines by webchat, phone call or email. Using a helpline can feel a little weird at first, but they can be really helpful when you are not sure where to go or who to talk to first!

Kids Helpline

Confidential phone and online counselling services to young people aged 5 to 25 years old for any reason.

Open all day, every day.

Call 1800 551 800

kidshelpline.com.au



eheadspace

Confidential phone and online chat for young people aged 12 to 25. Qualified youth mental health professionals provide support to young people.

Open Monday to Sunday
12 pm to 8 pm.

Call 1800 650 890

headspace.org.au/online-and-phone-support/connect-with-us/



QLife

Anonymous phone and online chat support for people who identify as lesbian, gay, bisexual, trans, and/or intersex (LGBTI).

Open Monday to Sunday
3 pm to 12 am.

Call 1800 184 527

qlife.org.au



13 YARN

Judgement-free and culturally safe phone service run by and for Aboriginal and Torres Strait Islander people to yarn about their needs, worries or concerns.

Open all day, every day.

Call 13 92 76

13yarn.org.au



Individual advocates

An advocate is someone who can work with you to help solve a problem. You can contact them and ask for help if you have a bigger problem.

Here is a list of advocacy organisations from VALID:

valid.org.au/resources-and-media/resources/list-victorian-advocacy-organisations/



[Back to Contents](#)

