

About the Disability Inclusion Profile

The Department of Education



Easy English

Hard words



This book has some hard words.

The first time we write a hard word

- the word is in **blue**

- we write what the hard word means.

You can get help with this book



You can get someone to help you

- read this book

- know what this book is about

- find more information.



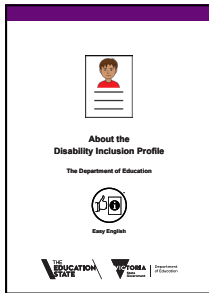
We will write contact information at the end of this book.

About this book



Department
of Education

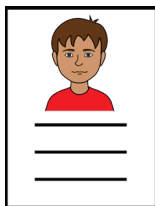
This book is from the Department of Education.



This book is about the
Disability Inclusion Profile.



The Disability Inclusion Profile helps us know
how to support your child better at school.



We call it **the profile.**



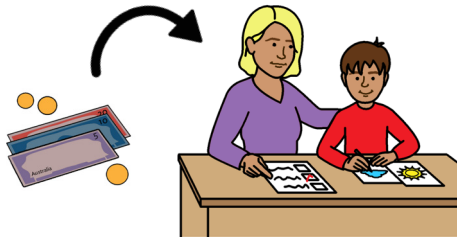
We want to support your child to learn and take
part in school.

What is the profile about?



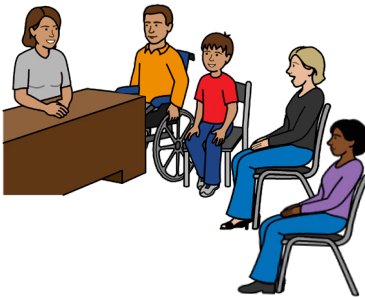
The profile will tell us

- what your child can do well at school
- what support your child gets at school
- whether your school can get **funding**.

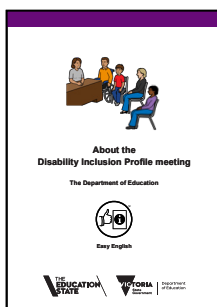


Funding is money your school gets to give extra support to your child.

What is a profile meeting?

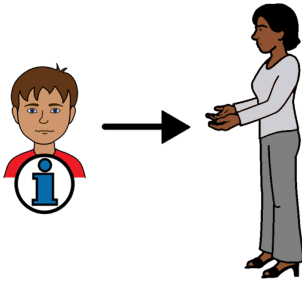


A profile meeting is where we complete the profile with you and your child.



You can read our Easy English book about the profile meeting to learn more.

What information do we need for the profile?



We only collect the information we need to support your child at school.



We will collect the information at a profile meeting with you and your child.

The meeting will be about **levels of adjustment.**



Levels of adjustment means how much support your child needs at school.



There are many levels of adjustment.

What level of adjustment does your child need?



None

This level means your child does **not** need extra support at school.



Usual classroom support

This level means the teacher gives extra support to your child and everyone in class.



Some of the time

This level means your child needs support some of the time to learn at school.



Most of the time

This level means your child needs support most of the time to learn at school.



All of the time

This level means your child needs support all of the time to learn at school.

Who will run the meeting?

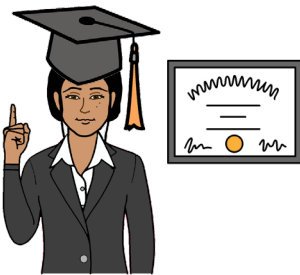


The person who runs the meeting is called the **facilitator**.



The facilitator

- helps the group agree on what support your child needs



- is trained

- does **not** work for your school.



At the meeting you can

- ask questions at any time

- say if you do **not** understand something.

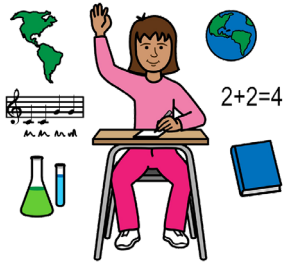
What the facilitator will ask

1. How does your child learn?



We want to know what support your child needs to

- focus on tasks



- solve problems.

2. How does your child complete tasks?



We want to know what support your child needs to complete tasks in class.

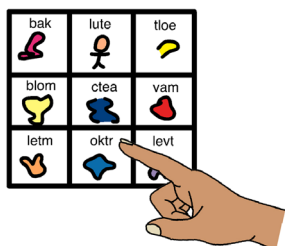


For example, what support does your child need to do school work on their own?

3. How does your child communicate?



We want to know what support your child needs to communicate with others at school.



For example, does your child use pictures to communicate?

4. How does your child take care of themselves?



We want to know what support your child needs to take care of themselves at school



For example, what support does your child need to

- eat and drink

or



- go to the toilet.

5. How does your child get along with others?



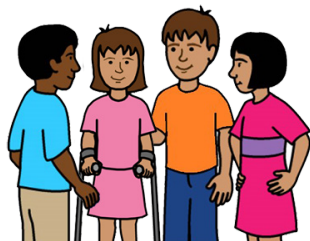
We want to know what support your child needs to get along with other people.

For example, what support does your child need to

- follow social rules

or

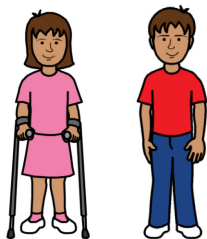
- make friends.



6. How does your child move?

We want to know what support your child needs to use their body.

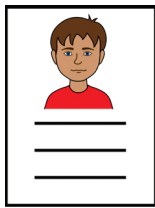
For example, what support does your child need to get around.



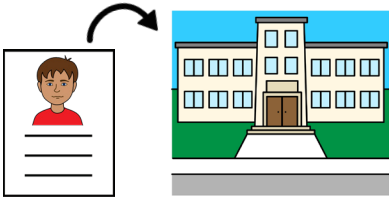
What else happens at the meeting?



The facilitator will write a report after the meeting.



The report will be about what people said at the meeting.



Your school will get a copy of the report.



Your school will talk to you about the report.

More information



For more information contact the Department of Education.



Website

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



Email

disability.inclusion@education.vic.gov.au

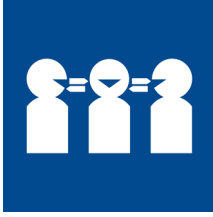


You can read more about levels of adjustment on the National Consistent Collection of Data or NCCD website.



Website

nccd.edu.au/wider-support-materials/step-2-what-level-adjustment



If you do not speak English

Ask the Translating and Interpreting Service or TIS in your language to make a phone call.



Call 131 450

Give the TIS officer the phone number you want to call.



If you need help to speak or listen

The National Relay Service can help you make a phone call.



Call 1800 555 660



Website bit.ly/nrs-helpdesk

Give the relay officer the phone number you want to call.

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