

# Disability Inclusion Profile - Consent Form and Privacy Information

Schools must provide the following written statement to the parent/carer(s) of students who are undertaking a Disability Inclusion Profile.

## What is a Disability Inclusion Profile?



The Victorian Department of Education (the department) supports all students to learn and thrive at school. If a student has a disability or additional needs, **their school can complete a student profile** to work out how to help them learn at school.



The **Disability Inclusion Profile** is discussed during a meeting at school. This meeting includes the student's teachers, their parent/carer(s) (you), a school leader (such as the Principal) and an independent expert (facilitator). An interpreter or support person can also be invited.

More detail about Disability Inclusion can be found [here](#). An Easy English explanation of Disability Inclusion can also be found [here](#):



The **student in your care has been selected** to take part in a Disability Inclusion Profile because it may help their school to better support their learning. For you, this involves:

- Providing informed consent, by signing this form
- Attending a Student Support Group (SSG) meeting to discuss the Profile at school. At this meeting you will be asked to talk about your child's strengths, goals/aspirations and what they need to be able to participate in their education on the same basis as their peers without a disability.



The **Disability Inclusion Profile** will collect information about your child. This information is **private and confidential**. It will be kept secure in line with Victorian privacy law and the department's [privacy policy](#).



After the Disability Inclusion Profile is done, this information will also be used to inform the school about the student's level of need at school, including how to **make adjustments to support the student at school**.



Please **sign in the box on page 4** if you agree to the school setting up a meeting and the student in your care undertaking a Disability Inclusion Profile.

## Funding and reasonable adjustments

Participation in the Disability Inclusion process does not guarantee that the student's school will receive individualised supplementary Tier 3 student level funding to support the student.

Determinations will be made case-by-case, based on a student's individual needs and their school setting.

Schools receive school-level funding allocations to ensure they are appropriately resourced to provide reasonable adjustments to all students with disability. An adjustment is a measure or action (support) taken to assist a student with disability to participate in education on the same basis as a student without disability.

Under the *Equal Opportunity Act 2010* (Vic), the *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education* (2005), all education providers must make reasonable adjustments for students with disability. As such, no matter the funding outcome, the student will be supported to learn and participate at their school.

## Privacy and how your information will be handled

The department and your school value the privacy of every person. Department employees, including all school staff, must comply with Victorian privacy law and applicable privacy policies.

Personal and health information held by Victorian government schools, on behalf of the department, is governed by Victorian privacy laws: *Privacy and Data Protection Act 2014* (Vic) and *Health Records Act 2001* (Vic).

### Collection and use of student information

If you consent to this service, the Disability Inclusion Facilitator Service, contracted by the department, will collect information from you and your school to create a Disability Inclusion Profile which:

- provides detailed and balanced information on all available educational options for the student
- helps determine the specific educational needs of the student
- informs funding allocations to be provided to the student's school.

In addition to the Disability Inclusion Profile, other documentation may also be collected to verify the information obtained by the Disability Inclusion Profile. This may include samples of student work or classroom/school resources, formal and informal educational, health and/or allied health assessments, therapy summaries and documentation from other programs or service providers (such as NDIS). This may also include past, present and future assessments undertaken by a qualified practitioner, such as Student Support Services (SSS) and certain qualified school-based staff, including the Vineland-3 for the purpose of the Disability Inclusion Profile. Photos or videos may also be collected, including of the student, for the purposes of verifying information obtained in the profile.

If you do not provide the information required, the department may not be able to verify the information collected in the profile which is needed to make determinations about supplementary funding.

The Disability Inclusion Facilitator Service will provide a Disability Inclusion Profile Report and School Resource Notification to the school within 28 days of the meeting or after the school provides any further supporting information, if requested. The school will provide you with a copy of this report as soon as practically possible.

The Disability Inclusion Profile Report and/or School Resource Notification may be provided to another Victorian government school where the student is enrolled in the future to support the student's specific educational needs.

### **Use of information collected for the Disability Inclusion Profile for quality assurance, evaluation and training purposes**

De-identified information may also be provided to a consultant or contractor engaged by the department to undertake activities related to quality assurance, training and/or undertaking an evaluation of Disability Inclusion. These consultants are contractually obliged to manage all data provided to them in accordance with Victorian privacy laws and only for the purpose of their engagement with the department.

Quality assurance provides monitoring of the accurate, fair and consistent administration of the Disability Inclusion Profile in schools. Training builds the skills of workforces in implementing Disability Inclusion, in particular the facilitator role. Evaluation will review, monitor and measure the implementation of Disability Inclusion to test the effectiveness of its implementation and its outcomes.

Department staff may also undertake a randomised review of profile information and documentation in order to monitor and measure the quality of the administration of Disability Inclusion Profiles in schools and support work to improve the effectiveness of implementation and outcomes.

### **Security and retention of information**

All information collected will be stored securely and in accordance with privacy laws and department policy.

### **Accessing information**

The student's school will keep a copy of all documentation submitted to verify the information collection in the profile in accordance with the department's policy on records management. On request, this information will usually be provided to a student's parent/carer(s). If a school cannot assist in providing the document, the parent/carer(s) will be referred to the Regional Disability Coordinator at the relevant regional office for assistance. In some circumstances, due to the volume, sensitivity or complexity of the information, or due to potential impacts on a person's privacy, the parent/carer(s) may be required to make a Freedom of Information application. This allows the department to determine access in accordance with relevant legislation.

### **Participation Survey**

Participants at a profile meeting may be sent a survey. The information collected through this survey will be anonymous and used to support the refinement of the Disability Inclusion Profile process.

### **Contact Information**

To contact the department about the collection of this information, please email [disability.inclusion@education.vic.gov.au](mailto:disability.inclusion@education.vic.gov.au).

## Parent/Carer(s) Consent

Student Name: \_\_\_\_\_

School Name: Wayi School

I/We have read and accepted the privacy statement above.

I/We agree for the abovementioned student/child to participate in the Disability Inclusion Profile process.

I/We consent to the department providing my contact details to the Disability Inclusion Facilitator Service.

Parent/Carer/ Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer/ Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student name (if a mature minor): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Carer(s):** Please complete this form and return it to the school as soon as possible. Only one parent is required to sign, however, both parents are encouraged to sign if possible.

**Schools/Carers:** For guidance on decision making responsibilities for students, including mature minors or students with informal and formal care arrangements, refer to: *Decision Making Responsibilities for Students*.

**Schools:** Please provide the completed form to the Disability Inclusion Facilitator Service.

**Electronic signature/communications:** If you are signing this form electronically you must check the following boxes to confirm that-

- ☐ I am the person named as completing this form
- ☐ The information in this form is true and correct
- ☐ I agree to authorise this form by electronic means with/ without an electronic signature