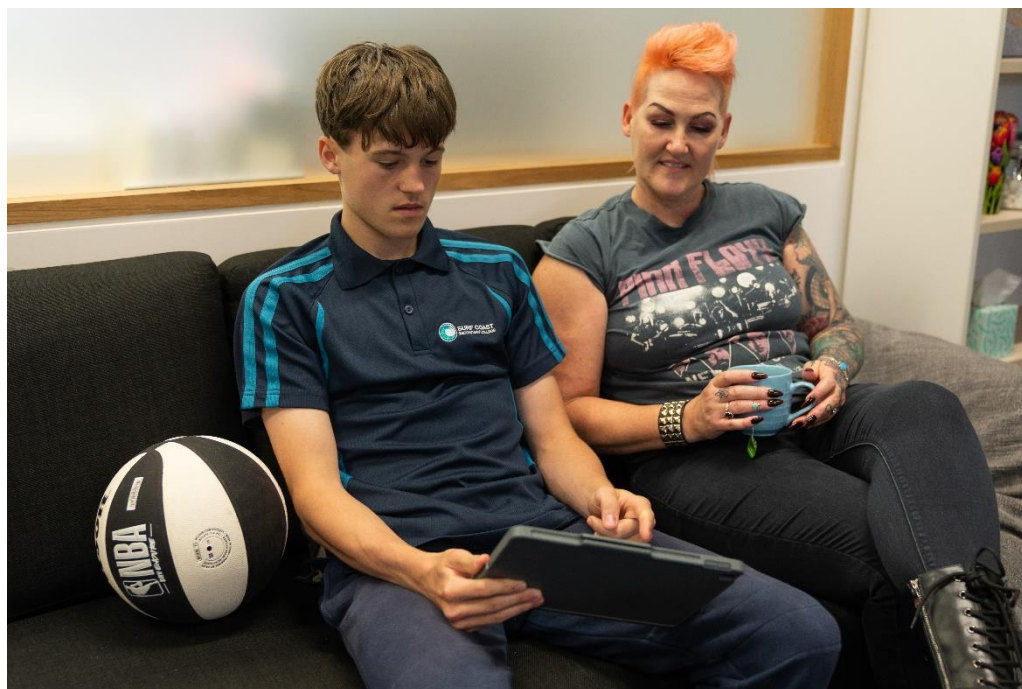


My Disability Inclusion Profile meeting at secondary school





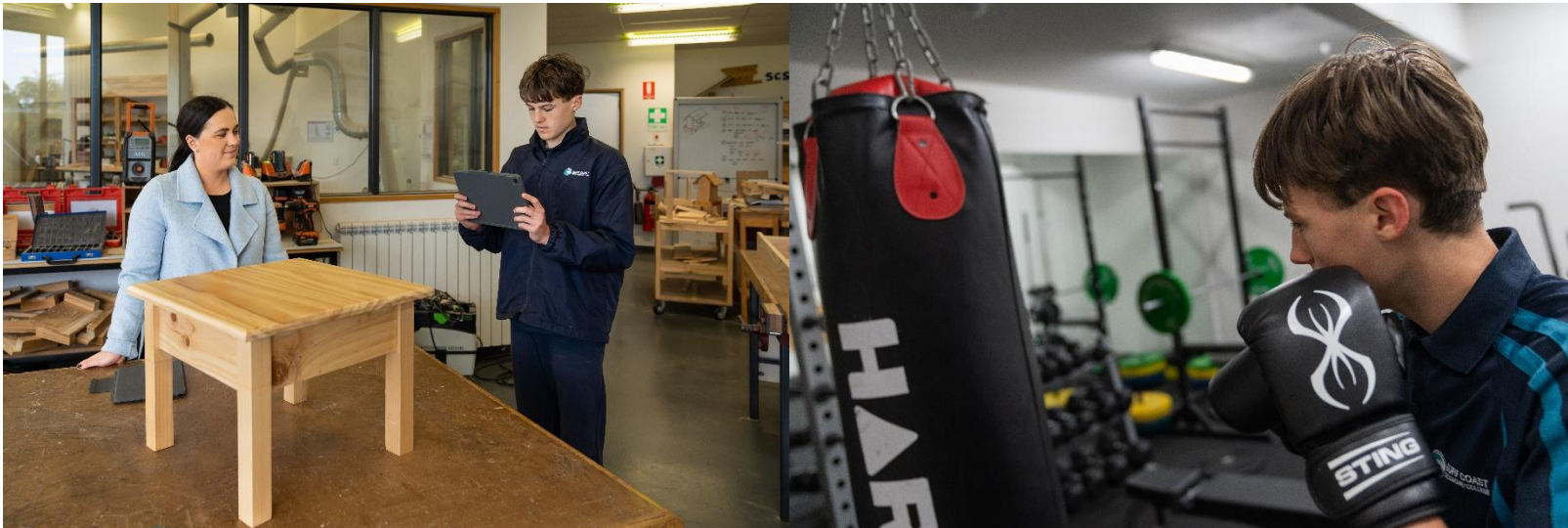
I am going to my Disability Inclusion Profile meeting. The meeting will help my school and family understand me better and make sure I get the support I need at school.



My parent or carer and I will talk about school before the meeting. I can tell them what I enjoy doing, what I am good at and how the school can help me achieve my learning goals. I can also talk about this with a teacher. This will help me prepare for the meeting.



There are a few ways I can prepare for the meeting. I can use the tools in the Inclusive Student Voice Toolkit on the Department of Education's website. I could make a video of the things that are important to me and share it in the meeting. I could walk around my school and tell my teachers things about school that I want to talk about.



I may want to write a story or draw some pictures before the meeting. I could use photos of the things I like too. I can show these to the people in the meeting.



The meeting will usually be at school. I may need to leave class to attend the meeting. The same people who attend my Student Support Group (SSG) meetings will be there. My parents or carers, one or more of my teachers and the school principal or an assistant principal will be there. Other trusted adults may be there too. I can choose to attend this meeting.



A facilitator will run the meeting. I will meet the facilitator at the meeting. They will ask me and my parent or carer questions in the meeting.



The meeting will be about me and my learning. We will discuss how I like to learn. We will discuss what I enjoy doing, what I am good at and how the school can help me achieve my learning goals.

In this meeting, I can have a say. My opinion is important and all the people in the meeting will want to hear from me.



I can choose how I participate in the meeting. It's important that my views are understood and the facilitator will make sure that this happens.



If talking in a meeting feels overwhelming, I can also ask a parent or carer to speak for me.
I can choose just to listen. That is ok.



There are other ways to participate in the meeting. I can bring along notes, drawings, photos or a video. This will help the group understand my views in the meeting.



In the meeting, I will tell the adults about my aspirations. This could be a big dream or passion I have. This could be a job, an adventure, experience or something I would like to learn to do. It doesn't have to be something about school.



The meeting will be about what I am good at and what helps me learn. We will talk about how the school is helping me now and how they can help me in the future.

If there are topics that I don't want to discuss in the meeting, I can let my parent or carer know before the meeting. I can choose to leave the room when these topics are discussed. That is ok.



If the adults use words that I don't know, I could say “please say that again with different words”. I can ask them to give me examples.



I can ask my parent or carer or the facilitator if I want to take a break. I can also tell my parent or carer or the facilitator if I don't want to take part in the meeting anymore. It's ok to change my mind about taking part.



I should feel comfortable in the meeting. I can bring along something that makes me feel safe and happy. I can choose where I sit or stand.



Some time after the profile meeting, the facilitator will send a report to the school. The report has a summary of the supports that the school provides to help me learn and participate at school. As I get older, I may be asked to go to another meeting. It's important to remember I can join in as much or as little as I like. I can also join the next meeting and choose to join in differently.



Most of the things we talked about in the meeting are already happening at school. After the meeting, the school may have some new ways to help me achieve my learning goals.

Today I got to share my ideas.

Acknowledgements

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