



Education
and Training

LIVING OUR
VALUES
EVERYDAY



INCLUSION AND DIVERSITY POLICY

PURPOSE

The purpose of this policy is explain Wellington Secondary College's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Wellington Secondary College strives to provide a safe, inclusive and supportive school environment for all students and members of our school community.

POLICY

DEFINITIONS

Personal attribute: a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example: race, ability, sex, sexual orientation, gender identity, religion etc.

INCLUSION AND DIVERSITY

Wellington Secondary College is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Wellington Secondary College acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others.

Wellington Secondary College will:

- ensure that all students and members of our school community are treated with respect and dignity
- ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (e.g. schools sports, concerts, presentation ball, etc.) on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students.

Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. Students who may have

experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

Wellington Secondary College will respond appropriately, consistent with its *Student Wellbeing and Engagement, Bullying Prevention, Respectful relationships and Gender Equity and Sexual Harassment* policies to respond to discriminatory behaviour or harassment at our school.

Wellington Secondary College also understands that it has a special obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist all students to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities through our Student Support Group processes in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. For more information about support available for students with disabilities, please contact Natasha Dickinson, Director of Inclusion for further information.

Inclusion on the basis of Ability and Learning Difference

All students have the right to learn. The foundation of the Wellington Secondary College Inclusion Policy is to provide every student with a safe and inclusive educational, cultural and social environment that enables them to achieve their potential.

“Inclusive education is part of a human rights approach to social relations and conditions. The intentions and values involved are an integral part of a vision of the whole society of which education is a part. Therefore the role education plays in the development of an inclusive society is a very serious issue. It is thus important to be clear in our understanding that inclusive education is not about ‘special’ teachers meeting the needs of ‘special’ children ... it is about how, where and why, and with what consequences, we educate all pupils.”

(Children with Disability Australia, Barton. 1997, p.234)

OUR PURPOSE

- To create a safe and inclusive environment that values and celebrates diversity
- To foster a community that recognises the rights of individuals
- To build capacity within our multicultural community to respect ability, religion, ethnicity, indigenous status, sexual choices and gender identity.
- To understand that we are learners on the continuum of life
- To provide culturally and socially mindful communication and interaction with all College stakeholders
- To honour the principles of equity and dignity for all

OUR EXPECTATIONS

- We are mindful that the language we use concerning our colleagues, students and other members of the College community reflects our obligations concerning respect and inclusiveness.
- That we consider the rights and responsibilities of all stakeholders in the development of our policies, processes and college curriculum
- That we value the contributions of all members of the College community in creating a 21st Century Teaching and Learning environment that enables all individuals to succeed
- That we do not exclude or label individuals on the basis of difference

LEGAL RESPONSIBILITIES

The ***Australian Human Rights Commission Act 1986*** established the Human Rights and Equal Opportunity Commission (now known as the Australian Human Rights Commission) and gives it functions in relation to many conventions and declarations.

In addition, the Aboriginal and Torres Strait Islander Social Justice Commissioner has specific functions under the *AHRC Act 1996* and the *Native Title Act, 1993* to monitor the human rights of Indigenous people.

The right to an inclusive education is articulated in both the *Convention on the Rights of the Child* (CRC) and the *Convention on the Rights of Persons with a Disability* (CRPD). Consistent with ratifying these conventions, the Australian Government expresses its commitment to inclusive education in an array of documents and policies, including the *National Disability Strategy*, the *Australian Curriculum*, and the *Australian Professional Standards for Teachers*, the *National Quality Framework* and the *Early Years Learning Framework for Australia*.

Each of these documents recognises the importance of responding to student diversity and ensuring the participation of all students as learners. However, while children who experience disability continue to be denied equal access to inclusive education from early childhood through to adulthood, the requirements of these conventions are not being upheld, in accordance with these documents.

Following Australia's ratification of the CRPD in 2008, the Council of Australian Governments agreed on the *National Disability Strategy* (NDS) in 2011. The NDS provided the local context for action following the ratification of the CRPD. It contains six areas of policy action, including one covering education (Learning and Skills). This was preceded by Australia's national *Disability Discrimination Act 1992* (DDA).

The *Disability Standards for Education 2005* (DSE) outline legal obligations for education under Australia's national *Disability Discrimination Act 1992* (DDA). These legal obligations include ensuring the right of every child who experiences disability to education on the same basis as any child not labelled disabled.

NATIONALLY CONSISTENT COLLECTION OF DATA (NCCD)

Under the Australian Education Act, all schools are required to participate in the annual Nationally Consistent Collection of data. Through this collection, data is collected about the number of school students with disability and the level of reasonable adjustments they are provided with.

This national data collection collects information about students with disability in a consistent, reliable and systematic way. The national data collection draws on and reflects the ongoing work teachers and education staff do to support students with disability.

The data collection is finalised each year during third term and that data is then submitted to the Australian Government via the Schools Service Portal (SSP) by a nominated date.

The national data collection is a collaborative process involving teachers, principals and other school staff. However, the Principal is ultimately responsible for signing off on the national data collection for the school.

The annual information data set is recorded on Compass under School Resources>Whole of School>Inclusion>Inclusion Documents. It is the responsibility of all staff to be aware of this data to inform their practice.

PROGRAM FOR STUDENTS WITH DISABILITIES

The Program for Students with Disabilities (PSD) is a targeted supplementary funding program for Victorian government schools. It provides resources to schools to support the provision of school-based educational programs for a defined population of students with disabilities, with moderate to high needs. Under the program, resources are provided directly to Wellington Secondary College to support the provision of school-based educational programs for eligible students.

The Program for Students with Disabilities provides targeted supplementary resources to assist schools to meet their obligations under the Disability Discrimination Act 1992. These resources will not define or limit the support provided by WSC. Our requirement to make 'reasonable adjustments' is not dependent or conditional on the availability of resources under the Program for Students with Disabilities.

Applications for the PSD funding rounds are the responsibility of the Director of Student Services - Inclusion. Staff may be asked to provide information about particular students in support of these applications. If you believe that a student may be eligible for such funding, please contact the Director of Student Services - Inclusion in person or in writing via the [Inclusion Referral Form](#).

INCLUSIVE TEACHING PRACTICES - THE WELLINGTON WAY

What we do makes a difference

We share our classrooms with young people who often present with a range of disabilities and differences that challenge us to ensure that our teaching practices are safe, inclusive and appropriate.

For any student the classroom can be a challenging place. For the student who has a disability or presents with difference, whether intellectual, physical or psychological, those challenges can be overwhelming.

When we find ourselves teaching a student who experiences barriers to education the first step is to build an understanding of that student so that we can best target our teaching practices. Links to Inclusion Area resources can be found in [Appendix A](#) and should be consulted regularly to help you to support our students.

Many of these barriers to education will manifest themselves in behaviours that need to be monitored. The most common may be:

- Poor school attendance
- Poor organisational skills (using the same book for all subjects, a bag full of separate sheets etc.)
- Social isolation within the classroom
- Negative behaviours towards the teacher or other students
- Desire to leave the class because feeling unwell or the perception of being bullied
- Growing dependence on an ISO

- Refusal to complete or submit any tasks

All students need clear guidelines about acceptable and unacceptable behaviours. The more ownership and input they have over their learning the more likely they are to meet their learning goals. Setting up clear routines and consequences will help the student focus on what needs to be done as well as assist you to more perceptively grasp what is possible educationally for the student to achieve (see PLP and IFS).

The classroom teacher at the beginning of a unit of work or semester needs to sit down with the student and map out with them what is going to happen. It is important the classroom teacher do this however it may be done in conjunction with an ISO or the Director of Inclusion. The classroom teacher then sets out the parameters of the task(s) and explains what skills are required and what the student needs to do. This should be delivered in a variety of forms to ensure understanding. [See Appendix C](#)

For all young people who experience barriers to education a supportive and inclusive learning environment and positive relationships with their teachers and peers will enhance their opportunity for educational success.

PERSONAL LEARNING PLANS

All students for whom substantial adjustments must be made should have a set of Personal Learning Plans (PLP) that are created for the subject areas in which they need specific help.

Some of these students may not be assessed against the Victorian Curriculum. Others may simply require extra support to access the curriculum. In either case, they will need to have personalised learning goals set for some subjects by the teacher of that subject.

These goals will be made available in the appropriate area in the reporting database and should be written by teachers who teach these identified students. Goals and strategies are set at the start of each semester and evaluated at the end of that semester. They are made available to parents as part of the reporting process. A list of all students who require PLPs can be found on compass and is updated every semester by the Director of Inclusion.

It is the responsibility of the classroom teacher for each subject to write these plans in conjunction with the student and any other relevant stakeholders. For further information or assistance on how to create a PLP, please see the Director of Inclusion.

HOW STUDENTS ON PERSONAL LEARNING PLANS ARE ASSESSED

Students, in Years 7 to 10, who have been approved by the Director of Inclusion as satisfying the criteria for a Personal Learning Plan, are the only students for whom it is appropriate to use an **M (Modified Task) grade** for Learning Tasks and/or Common Assessment Tasks. For students who have not been able to fulfil the requirements of a Learning Task or Common Assessment task for an approved reason, please use **NA**. The NA should only be used in consultation with the Director of Curriculum in 7 to 10 and the Head of Senior School for VCE. Students completing a non-scored VCE will be assessed on outcomes only (S or N) although an assessment task may be part of the course work that is undertaken to satisfy an outcome.

A student on a PLP is not precluded from achieving a grade for an Assessment task using the WSC Levels of Achievement Grid if they have satisfied the descriptors for that grade.

What is a Modified Task?

All effective assessment tasks offer a range of entry and exit points that we commonly understand as differentiation. A modified task is one where there has been **significant differentiation** that specifically targets the needs of the individual in the realms of knowledge, skills or wellbeing and cannot be scored fairly or accurately using the WSC Levels of Achievement grid.

INDIVIDUAL FOCUS STATEMENTS

The Director of Inclusion and ISO staff work collaboratively with staff, students, parents/carers and other relevant stakeholders to develop an appropriate Individual Focus Statement (IFS) for each student identified.

These individual statements identify a student's needs and outline adjustments and procedures for implementing appropriate strategies to maximise student participation at school and the provision of support services.

A student's Personalised Learning Plan will influence how an IFS is written but the focus will be on short and long term planning as well as social and interpersonal development rather than subject specific goal. This is written at the beginning of the year and may be reviewed where necessary during the school year.

INCLUSION SUPPORT STAFF

Inclusion Support Officers (ISO) at WSC are based in the Inclusion Area. They are scheduled to attend classes on the basis of need as per the Inclusion Support Timetable. This is developed by the Director of Student Services - Inclusion in consultation with staff and students. All PSD funded students and some non-funded students are supported within this program.

ISO ROLE AND EXPECTATIONS

- The ISO is not a replacement for the classroom teacher.
- The ISO is to work with all students in the classroom.
- ISOs should not be setting work for students. Differentiation is teaching staff's responsibility, however, ISOs can work with you to help modify activities in consultation with the Director of Student Services - Inclusion.
- The classroom teacher is responsible for assessing and reporting on the learning goals for all students with PLPs.

CLASSROOM TEACHER ROLE AND EXPECTATIONS

- Provide differentiated work.
- Collaborate with ISO staff and students.
- Consider the class layout so there is freedom of movement around the classroom for ISO staff and yourself.
- Consider ISO staff as another adult in the classroom. They are a valuable resource.
- Discuss the student's progress with ISO staff as they often work with them in other settings and may have valuable insight into their abilities/progress.
- **Do not** speak to the ISO about a student where any students are able to hear the conversation.
- **Do not** leave an ISO in charge of a class.

PROTOCOLS

- ISOs work to an established timetable. They are expected to be in an allocated space at the appointed time. They are not to be dismissed or 'sent out to help elsewhere.'
- If an ISO is required for a duty outside of their scheduled class time activity then permission must be sought from the Director of Student Services - Inclusion prior to the day that the ISO is required.
- ISOs will from time to time be required to attend school excursions. This must be requested at least one week prior to the day via the Director of Student Services - Inclusion. The Director of Daily Organisation must also be informed.
- If an ISO is required outside of the usual class times then a replacement ISO will be arranged where possible via the Director of Daily Organisation.

SUPPORTED PROGRAMS

WSC are committed in creating a range of programs that support equity and access for all students across the school. The supported programs provide support to core subjects and/or alternative to core subjects. These programs include but are not limited to:

- Empowering Literacy
- Effective English
- Numeracy and Applications
- Foundation Mathematics
- Science Applications

SPECIAL PROVISION

When a student finds themselves in a situation where circumstance require specific adjustments on a regular basis such as extra time in an exam or large print fonts, they may apply for Special Provision. Evidence of these adjustments must be collected during the junior years so that they may support an application for special consideration during the senior years. If successful, examination and assessment processes can be altered to meet the needs of the student.

- Head of Senior School (HSS) liaises with Student Wellbeing Coordinators and the Director of Inclusion to find out if there are any students who would be eligible for Special Consideration.
- HSS meets with student and family to go through the documentation.
- When the family returns documentation with medical advice section completed, HSS completes all school sections.
- Document is sent to VCAA
- VCAA email HSS to notify if application has been approved and what considerations are being given to the student.
- HSS/VASS Coordinators keep track of applications and status.
- HSS liaises with the Chief Supervisor to tell them that what Special Provisions are approved for exams.
- HSS and YLC discuss how to amend VCAA approval to accommodate class situations.
- HSS meets with or informs teachers of students of what is allowed in SACs.
- Summary of Special Provisions kept on file in Senior School Office.

For Further detail, please see the WSC VCE Students With Special Needs

INCLUSION FOR INDIGENOUS STUDENTS

INDIGENOUS ACKNOWLEDGEMENT

WSC acknowledges and pays respect to Elders and all Victorian Aboriginal communities. In the spirit of reconciliation, we honour and respect the custodians past and present and we are grateful for the opportunity to join with them in continuing to nurture this land.

Acknowledgment and respect of Aboriginal and Torres Strait Islander culture, values and practice is at the heart of successful engagement with indigenous students. We do this by supporting lifelong learning, through strengthening families and helping young people to gain the skills and knowledge they need to thrive and participate in a complex and challenging society.

We will aim to acknowledge the traditional owners of this land at all public events and can use the following statement as an introduction to proceedings:

"Our meeting/conference/workshop is being held on the traditional lands of the Boon Wurrung people and I wish to acknowledge them as Traditional Owners.

I would also like to pay my respects to their Elders, past and present, and the Elders from other communities who may be here today."

INDIGENOUS INDIVIDUAL LEARNING PLANS

Victoria's Wannik Education Strategy for Koorie Students seeks to embed within the system comprehensive reforms fostering a new culture of high expectations for Koorie students thus delivering the best possible education to meet these expectations and close the gap. These reforms include an increased emphasis on accountability at the school, regional and system levels, strong leadership and better engagement so that partnerships can be developed with Koorie families and community. This will create an education system that respects, recognises and celebrates cultural identity.

Indigenous ILPs are similar to other ILPs however the focus is on their literacy and numeracy achievement and accessibility to the learning environment. These ILPs are created in semester 1 and evaluated in semester 2.

The plans will identify each student's learning needs, so clear and precise strategies can be implemented to help indigenous students achieve their goals. The ILPs will be created from the PLPs that are collected from individual subjects. These plans are shared with the families of Indigenous students where possible so that families can be part of their children's learning improvements.

SIGNIFICANT DATES TO REMEMBER

This section provides information about important Aboriginal historical and current events. There are a number of significant dates and cultural and community events in the Aboriginal calendar. These dates and events may be marked by communities in various ways.

13 February	National Apology to the Stolen Generations
24 March	National Close the Gap Day
26 May	National Sorry Day
27 May–3 June	Reconciliation Week
3 June	Mabo Day
July — Starts first Sunday in July each year	NAIDOC (National Aboriginal and Islander Day Observance Committee) Week — the general usage term for National Aboriginal Week
4 August	National Aboriginal and Torres Strait Islander Children’s Day
9 August	United Nation’s International Day of the World’s Indigenous People

SUPPORTING GENDER EQUITY AND DIVERSITY AT WSC

Schools should be places in which students feel safe, are safe, and where they are respected and valued. Equity and freedom from discrimination are fundamental human rights that belong to all people, regardless of biological sex, sexual orientation or gender identity.

The Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act of 2013 states that it is illegal to discriminate against someone on the basis of sexual orientation, gender identity, intersex status, marital or relationship status.

Same-sex attracted young people are entitled to the same safe school environment as all other groups within the school. Discrimination based on gender or sexual orientation has a negative impact throughout the school community, including teachers, parents and other family members.

We seek advice about best practice to enable us to support young people via DET and external organisations who are able to give expert advice in these matters. We work closely with the Safe Schools Coalition and are a Lead School for the DET Resilience, Rights and Respectful Relationships Program.

HOW WE SUPPORT GENDER EQUITY

- promotion of a community environment where students and staff can feel safe from sexual harassment, gender bias or judgement on the basis of a person’s Sexual Orientation or Gender Identity.
- acknowledgment of our active role in the construction of gender, and our responsibility to ensure that all organisational and management practices reflect commitment to gender equity.
- We strive to create an environment in which the concept of gender equity is articulated and included in all policies, curriculum and school procedures.

- promotion of gender equity and identity as central to excellence in education.
- The word 'gay' and equivalents, when used as a term of derision and harassment, should be understood by the total school community as offensive, hurtful and unacceptable.
- We provide regular professional Learning opportunities for staff.
- All staff should model exemplary behaviour by fostering a culture of openness and a celebration of diversity, and a mutual understanding of expected behaviours in the total school community
- We immediately address issues caused by peer pressure, social stigmatisation or bullying
- WSC staff apply existing DET policies and support materials on bullying, discrimination and inclusive sexuality education
- We recognise same-sex attracted young people as an everyday part of the school's social mix and believe that they should have the same hopes, joys and security as all others.
- We respect students who choose to remain unidentified, by making information and contacts related to support services readily available.
- In line with the DET RRRR Program, we advocate for change by promoting gender equity to address the causes of family violence, particularly those who experience intersectional disadvantage (i.e. multiple presenting issues of disadvantage.)

RELATED POLICIES AND RESOURCES

To be read in conjunction with:

- [WSC Student Wellbeing and Engagement Policy](#)
- [WSC Sexual Harassment Policy](#)
- [WSC Bullying Prevention Policy](#)
- [WSC Critical Incident Policy](#)
- [WSC Respectful Relationships and Gender Equity](#)
- [WSC Mandatory Reporting Policy](#)
- [WSC Staff Code of Conduct](#)

SEE ALSO DET SCHOOL POLICY AND ADVISORY GUIDE

- [Inclusive Education](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Resilience Rights and Respectful Relationships](#)
- [Program for Students with Disabilities](#)

REVIEW PERIOD

This policy was last updated in March 2020 and is scheduled for review in March 2021.

APPENDIX A - CURRENT INCLUSION DOCUMENTATION

Inclusion documents can be found on Compass under School Resources>Whole of School>Inclusion>Inclusion Documentation.

<https://wellingtonsc.vic.jdlf.com.au/Communicate/SchoolResources.aspx>

You will find many useful documents available there including:

- Inclusion Referral Form
- PSD Funded Students
- Current PLP Lists
- Current Individual Focus Statements
- NCCD documentation
- Transition Information

APPENDIX B - ACRONYMS

- DDA: Disability Discrimination Act 1992
- NCCD: Nationally Consistent Collection of Data
- ISO: Inclusion Support Officer
- PLP: Individual Learning Plan
- IFS: Individual Focus Statement
- SSG: Student Support Group Meeting
- SWC: Student Wellbeing Coordinator
- SSSO: Student Support Services Officer
- DET: Department of Education and Training
- DHHS: Department of Health and Human Services

APPENDIX C - STRATEGIES

Useful strategies for working with students with additional learning needs

- Instructions need to be succinct and easy to understand
- If there is a large handout break it into sections and highlight the important areas
- Scaffold learning by providing sentence starters, planning templates, extra notes and so on
- Use captioning on video resources
- Allow students to photograph board notes or give access to your presentations
- Talk to the student about the assessment and what you are looking for
- Get the student to record tasks on their phone or laptop
- Try to email parents about learning tasks and work and deadlines so they can monitor the situation at home
- Set very clear boundaries for classroom behaviour and have graduated and appropriate consequences in place
- Help students with organisational skills
- Be mindful of seating/grouping arrangements

If you experience ongoing difficulties with a student, let the Inclusion and Wellbeing teams know. You can request a support meeting if you feel there are issues that need to be resolved in relation to the student's behaviour or learning.

When you have a student who is unfunded under PSD but requires significant differentiation of work, check the Inclusion resource area on Compass for any evidence of a barrier to education first. If there is no evidence, please refer to the Director of Inclusion via the **Inclusion Referral Form**. Always keep communication open with the student. If one strategy does not work, try another.

Resources

Student Engagement and Inclusion Guidance	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx
Ministerial Order 870	http://www.vrqa.vic.gov.au/childsafes/Pages/documents/Min%20Order%20870%20Child%20Safe%20Standards.pdf
Ministerial Order 625	http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF
Student Engagement and Inclusion Guidance – Student Engagement Policy	http://www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx
Student Engagement and Inclusion Guidance – Responding	http://www.education.vic.gov.au/school/principals/participation/Pages/respondingtobehaviour.aspx

to Challenging Behaviours	
Disability Discrimination Act	http://www.daedustandards.info/
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm https://docs.education.gov.au/node/16354
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eoo/eooact.htm
NCCD	https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability https://www.education.gov.au/fact-sheets-and-resources-national-data-collection
Closing the Gap for Indigenous Australians	https://www.dss.gov.au/about-the-department/publications-articles/corporate-publications/budget-and-additional-estimates-statements/indigenous-budget-fact-sheets/closing-the-gap-for-indigenous-australians-expansion-of-intensive-literacy-and-numeracy-programs-and-individual
Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013	https://www.legislation.gov.au/Details/C2013A00098
Framework for Action on Gender Equity in Schooling	http://www.curriculum.edu.au/verve/resources/genderframwk1-22.pdf
Supporting Sexual Diversity in Schools	http://www.education.vic.gov.au/Documents/school/principals/spag/curriculum/supportsexualdiversity.pdf
	https://www.humanrights.gov.au/face-facts-lesbian-gay-bisexual-trans-and-intersex-people