

# The NCCCD and Supporting Students with Disability



**NCCCD**

NATIONALLY CONSISTENT COLLECTION OF DATA  
ON SCHOOL STUDENTS WITH DISABILITY

# The NCCD

- ▶ The collation of data on students with a disability across primary and secondary schools, encompassing the government, catholic and private sectors.
- ▶ To be on the NCCD you must have a diagnosis.
- ▶ The exception to this is an imputed diagnosis where students have been identified with learning behaviours that may lead to a formal diagnosis.
- ▶ Students must be having documented adjustments to their education.
- ▶ There must be consultation with parents (and will likely to be internal and external agency consultation)
- ▶ The NCCD data collection is compulsory for all schools and runs every year from August to August

# NCCD Categories of disability

- ▶ Cognitive including : Dyslexia, Intellectual Disability, Severe Language Disorder
- ▶ Sensory including; Hearing and Visually impaired
- ▶ Social / Emotional including; ASD, ADHD, Generalised anxiety disorder
- ▶ Physical; including Anaphylaxis, Asthma, Medical conditions

# NCCD Categories by level of Adjustment

- ▶ Quality Differentiated teaching practice – mainstream classes, infrequent adjustments
- ▶ Supplementary – additional support at specific times using additional resources
- ▶ Substantial – daily support, modified curriculum and modifications to activities
- ▶ Extensive – significant daily support, highly modified curriculum

# Evidence required to be on the NCCD

- ▶ 1. Proof of disability
- ▶ 2. Documented parental collaboration.
- ▶ 3. Documented adjustments.
- ▶ 4. A documented monitoring and review process.

# How is the data used

source: <https://www.nccd.edu.au/tools/fact-sheet-parents-guardians-and-carers>

- ▶ It ensures support for students with a disability becomes the routine day to day practice in schools
- ▶ It encourages schools to reflect on practice and provision
- ▶ It informs funding for schools
- ▶ It improves communication about students between school, parents, guardians, carers and the community

# Individual Learning Plans

- ▶ ILPs (sometimes known as Individual education plans form a large component of the adjustment and collaboration process of the NCCD.
- ▶ They should always be shared with families as a draft document to be collaboratively discussed and updated.
- ▶ Legally ILPs must be developed in consultation with parents.
- ▶ As part of NCCD data collection ILPs should be signed by parents, guardians or carers.
- ▶ Should be completed at least annually

# Student Support Group Meetings

- ▶ SSG's are often known as Parent Support Group Meetings
- ▶ Parents can take an advocate
- ▶ Allied Health service professionals such as psychologists, speech therapists and occupational therapists can attend SSGs at the parents request
- ▶ Minutes should be shared with parents for further collaboration



# Resources

NCCD government website

<https://www.nccd.edu.au/>